

East Ayrshire Council Education and Skills

Establishment:
Onthank Primary and
Additional Support for
Learning Centre



Establishment
Improvement
Plan
2026-27

School Improvement Plan	Onthank PS and ASLC
Head Teacher	Alison Wright
Date Submitted	Submitted to Chief Education Officer on: 25/6/26

School / Centre Vision and Values	Onthank CARES — Our Rights. Our Responsibility. Our Success Vision Together, we build a school where safety, respect and equity are at the heart of everything we do—empowering ambitious learners and strengthening our community Values Community - Collaboration and Inclusion: We emphasise the importance of teamwork and inclusivity, encouraging everyone to participate and share ideas to enhance our school environment. Responsibility: Members of our community are expected to take care of the school's resources and repair and restore when things go wrong. Ambition - Personal Growth: We encourage everyone to challenge themselves in learning, take pride in their work, and embrace constructive feedback. Recognition: Celebrating success, effort, and good choices is integral to our community culture.
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Respect - Mutual Respect: Listening to others, following instructions, and working together are foundational behaviours.

Resource Care: Everyone is responsible for looking after school resources.

Equity - Supporting Diverse Needs: We acknowledge that some individuals require additional support and that differential treatment is sometimes necessary to meet diverse needs.

Safety - Personal and Community Safety: Keeping ourselves and others safe is a priority, including responsible technology use and maintaining personal boundaries.

Aims

- Inspire all learners to believe that anything is possible by setting high expectations and celebrating success.
- Provide a broad, balanced and stimulating curriculum that nurtures curiosity, creativity and lifelong learning.
- Work in partnership with families and staff to model kindness, honesty and responsibility.
- Foster a strong sense of belonging by building positive relationships with families, partners and the wider community.
- Ensure every child has access to the support, resources and opportunities they need to thrive, regardless of background or ability.
- Celebrate diversity and promote inclusive opportunities for all pupils to engage in real-life learning experiences.

Checklist

In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

SIP Consultation included the following stakeholders:	Complete	Content of plan	Complete
Children and Young People		Takes account of strategic priorities outlined in the Education Service Improvement Plan. https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf	Yes
Parent Council and Forum		HGIOS 4 and EYQF are used as the frameworks to inform the content of SIPs. Where appropriate. https://education.gov.scot/media/v5sh3dqt/frwk2_hgios4.pdf https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/	Yes
Teachers, practitioners and ALL school/centre staff		There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. PEF: https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/documents/ CEF: https://www.gov.scot/publications/care-experienced-children-young-people-fund-operational-guidance-2023-24/documents/ SEF: https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/documents/	Yes
Volunteers/ Community partners		Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff.	Yes
Head Teacher / Head of Centre Signature: 		An accessible summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	Yes

Pupil and parental strategic involvement

For session 2026-27, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre	For session 2026-27, please describe below how parents will be involved in decisions relating to the operation of the school/centre
• Embed participation across four key areas: learning, school life, decision-making, and community • We are committed to creating a learning environment where every learner has a voice and plays an active role in shaping their experience. • Pupils have the opportunity to be part of a range of Pupil Leadership groups. - Pupil Council and Rights Respecting School Ambassadors - Elected representatives from each class for both groups are all involved in contributing to decisions about the running of the school and creation and evaluation of Pupil Friendly Improvement Plan. • Primary 7 prefects and House Captains have a key focus on the daily procedures and routines. Introduce Monday Meet Ups and Friday Feedback for groups. • Every term a theme from HGIOURS will be chosen. The SLT will meet with group leaders to explore key questions and related activities. • Children given lots of opportunities to become involved in school assemblies and take a lead role in raising issues important to them, e.g. PATHS PALs evaluating playground games. • Pupil surveys on blog/ TEAM using FORMS. /Suggestion boxes • Focus Group discussions regarding learning and teaching and evaluate 'The Excellent Learning Experience' • Through Rights Respecting Schools all pupils will be involved in the promotion of four key areas - wellbeing,	• Engage and consult with Onthank Parent Council ensuring effective partnerships. • Through our active Parent Council, parents and carers will continue to have a voice in how the school moves forward. • Open Door policy – on-going dialogue/feedback from parents and carers. • Representation from Parent Council at East Ayrshire Parent Steering Group. • Feedback from parents during induction and workshops. • Feedback from Parents' Evening (verbal). • Pupil Reporting feedback via parental online form. • Parent surveys on blog and using FORMs. • Focus groups and listening events throughout the session. • Conducting a variety of Parent workshops in school and online sessions there will be a drive for parental consultation by planning and organising events that include the wider parent body in the decision-making process. • Increasing opportunities to become involved in the life of the school via Parent Helpers/Volunteers • "You said, We did" will be displayed in school and shared via the School App • Develop a communication policy for the school and Parent Council for the wider school community.

participation, relationships and self-esteem. All children will be involved in the creation of class charters. • All children will have the opportunity to share their views on aspects of school life through the 'Pupil Council', or other pupil groups via Microsoft Teams. In the lower school this will happen through 'Together Time', floor books and children's questionnaires. • Pupil Council and Rights Respecting School Ambassadors - Elected representatives from each class for both groups are all involved in contributing to decisions about the running of the school and Evaluation of Pupil Friendly Improvement Plan.	
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Community Plan East Ayrshire 2015 - 2030



Together, in achieving our Vision, Partners will demonstrate:

Effective leadership

We will provide clear leadership in Community Planning and engage effectively with our employees and communities

Collective ownership

We will take collective ownership for delivering on the Community Plan, the associated Single Outcome Agreement and the Community Plan Delivery Plans, and work hard to improve outcomes for local people and communities

Good governance

We will implement clear operating arrangements to support effective strategic direction, scrutiny and accountability

Democratic accountability

We will measure and report on the impact of our activities to demonstrate how effectively we are improving outcomes for local people and communities, and all partners will be held to account for their contribution.

Our Partnership will continue to work to meet the needs of the people who live in our communities. Our guiding principles will be reflected in all that we do and should be evident for all to see.

*Our
Vision*

"East Ayrshire is a place with strong, safe and vibrant communities where everyone has a good quality of life and access to opportunities, choices and high quality services which are sustainable, accessible and meet people's needs."

We will:

- Promote lifelong learning.
- Promote equality and tackle inequality;
- Adopt a preventative approach;
- Ensure effective community engagement in the planning and delivery of local services;
- Utilise the strengths and resilience within communities;
- Drive efficiency and performance improvement;

National and Local Priorities

The Scottish Government's vision for education in Scotland:

- Excellence through raising attainment and improving outcomes
- Achieving equity

Key priorities of the National Improvement

Framework:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

NIF drivers of improvement in the outcomes achieved by children and young people are:

1. School and ELC leadership
2. Teacher and practitioner professionalism
3. Parent/carer involvement and engagement
4. Curriculum and assessment
5. School and ELC improvement
6. Performance information



Scottish Attainment Challenge (SAC)

[Scottish Attainment Challenge: framework for recovery and accelerating progress](#)

[Scottish Attainment Challenge Logic Model](#) –

Tackling the Poverty-Related Attainment Gap – Our Theory of Change

SAC organisers:

- Learning and teaching
- Leadership
- Families and communities

East Ayrshire Plans

Key Priorities	Education Service Improvement Plan:	Children's Services Plan:	Community Learning and Development Plan:
1: Our Leadership	We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders on their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom and centre.	Priorities for 2023-26: 1. Our children and young people feel respected, listened to and influence change 2. We are working collaboratively, reducing the impact of social and economic poverty on our children and young people 3. Our children and young people feel safe 4. Our children and young people have the best start in life 5. Our children and young people's mental health is improving	Outcomes: • Growth • Wellbeing • Fairness • Sustainability Action areas 1. Youth voice and participation 2. Lifelong learning and skills development 3. Empowering communities 4. Wellbeing and inclusion
2: Teaching and Learning Together	Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.		
3: Our Wellbeing and Belonging	We want all of our young people to feel supported by people who know them well and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.		
4: Our Attainment, Destinations and Achievements	We want the very best for all of our young people in East Ayrshire. We aim to ensure all young people secure a positive destination through excellent achievement and attainment at all levels.		

Our Leadership: Improvement priority: Develop learner leadership, pupil voice, achievement profiling and staff leadership capacity across the school and ASLC

Rationale –The school and ASLC has strong foundations in pupil leadership, rights-based practice and learner participation. Self-evaluation highlights the need to further strengthen the impact of pupil leadership, increase opportunities for children to apply and articulate the school vision and values, and improve profiling and achievement recording. The expansion of the ASLC and growth in staffing also require a continued focus on leadership capacity, consistency of practice and effective teamwork to ensure the best outcomes for all.

NIF key drivers:	Select driver		Select driver		Select driver		Select driver
HGIOS4 QIs:	1.1	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI
QF ELC:	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI
ESIP key priorities:	N Teaching & Learning			N Our Wellbeing		N Our attainment	
Outcomes for our learners	Our actions/Approaches/Interventions		PEF	Who	Measures		Review/milestones
By June 2027, all children will have opportunities to lead aspects of learning.	Pupil Leadership - Strengthen pupil leadership and volunteering groups through regular meetings mapped across the school calendar, with clear remits linked to school improvement priorities. - Strengthen the House System through balanced groups, increased pupil engagement, regular activities and a stronger sense of belonging and community. Introduce new inter-house events for all; across the year as part of SportsScotland gold accreditation - Improve the impact of pupil leadership through consistent feedback mechanisms, including regular 'You Said, We Did' approaches and reporting		✓	SLT, PT, Pupil Leaders . Teachers not class committed	- Increased number and range of pupil leadership and volunteering opportunities, including opportunities for learners in the early years - House groups are balanced and representative across stages. - Leadership groups meet regularly with clear remits linked to School/Pupil Improvement Priorities – evidence on TEAMS. Timetabled meetings take place at least monthly, with actions and impact recorded.		- August/September: Leadership groups established with clear remits, membership and meeting schedule mapped across the school calendar. - Monthly: Leadership groups meet regularly, record actions and provide feedback to

	back to classes and the wider school community. • Increase opportunities for learners to influence decision-making through pupil voice activities, consultations and participatory budgeting, ensuring children contribute to issues that affect them.			• Evidence of learner views informing school improvement priorities and decisions through surveys, focus groups and leadership groups. • 'You Said, We Did' displays and updates visible across the school and reviewed termly. • Pupil surveys show improved learner participation, leadership and sense of belonging by June 2027.	classes and the wider school community. • Termly: Review participation, impact and progress against group action plans and school improvement priorities. • Termly: Gather pupil voice and monitor evidence of 'You Said, We Did' and participatory budgeting activities. • June 2027: Increased learner participation in decision-making, with leadership groups demonstrating a measurable contribution to school improvement.
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By June 2027, ASLC learners will experience greater consistency in learning, support and wellbeing through improved communication, staffing structures and learning environments.	- Following the expansion of the ASLC, establish a cohesive team through the appointment of a new PT and additional teaching and support staff, strengthening communication, clarifying roles and ensuring consistency of practice. - Develop learning environments in the new classes that effectively meet the needs of learners, particularly those with complex additional support needs. - Create communication-friendly environments that promote engagement, independence and wellbeing. - Provide targeted CLPL for teaching and support staff to develop knowledge and skills in communication, complex needs and effective ASLC practice.			- Clear roles, responsibilities and communication systems established. - Consistent approaches to learning, wellbeing and support evident across all ASLC classes. - Communication-friendly environments established in all new classrooms. - Increased staff confidence in supporting learners with complex needs. - Positive feedback from learners, families and staff.	Staffing structures, remits and communication systems agreed by September. Learning environments established and audited by October. CLPL delivered across Terms 1–3. Termly feedback from staff, parents and learners. Quality assurance evidence demonstrates increased consistency and improved practice by January and June 2027.
By June 2027, children will benefit from a curriculum that remains relevant, engaging and aligned to emerging national developments	- Engage with national curriculum updates and developments as appropriate. - Provide brief updates through collegiate time - Facilitate professional dialogue - Use HGIOS4 for self-evaluation - Avoid unnecessary change - Audit of current practice - Identify strengths/next steps - Align future developments to SIP priorities		DHTs MG/NN PT JK PT ASLC All staff	All staff will be fully aware of how the Curriculum Review Cycle impacts the curriculum development.	December 2026

By June 2027, 90% of pupils will be able to identify and discuss the meta-skills they are developing through the use of the Skills Development Scotland, My World of Work. (Baseline 30%) By June 2027, most staff will feel confident in delivering and implementing meta-skills within their stage	Meta-Skills - To introduce and deliver key messages of meta-skills through the 'Tree of knowledge' assembly pack (12 assemblies - 3x skills per term). - Embed Meta Skills across learning and teaching through the consistent use of 'MetaLand' visuals and language in all classes, supporting learners to identify, discuss and reflect on their skills development. - Highlight the meta-skills planner with termly overview, and further implementation of Meta-Skills across the school.		All Teaching Staff Pupils	- Increased evidence of staff developing Meta skills within learning activities. - Increase in evidence of staff discussing meta skills with their learners. - Evidence of learners talking about use of Meta skills within their learning. - Evidence of reference to Meta skills within Learning Profiles.	- Planning, assessment & observations. - Termly Planning - Learning Walks
By February 2027, all learners will confidently record on their personal and wider achievements to support learning and track their progress. (Baseline: 30%)	Recording Achievements (cont. from 25-26) - Pupils will use digital platforms to demonstrate skills and achievements (P1-P2 and ASLC Learning Journals and P3 - P7 My World of Work) - Support learners to identify their strengths and reflect on their achievements regularly. - Provide structured, regular opportunities and tools for learners to record and track their progress e.g. QR Codes, Buddy. Peer support. - Support learners in presenting their profiles confidently to peers, staff, and families. - Use learner profiles to inform planning, target setting, and next steps in learning. - Use learner profiles to evidence achievement of a level & during T&M discussions.	✓	All Teaching Staff All PSAs All pupils Learning Journals Lead	- Evidence of Learning Journals use tracking skills development. - Evidence of use of Learner Profiles in Primary (P6-P7) developing use of profile, records of achievements and target setting use. - Evidence of P6-P7 children able to talk about their targets and achievements using the 'My World of Work' online platform. - Learning Journals show regular input from teachers, learners, and parents. - Increased uploads from class teachers. - Learners record and track their own progress.	- Termly QA on quality and consistency of learner profile submissions. - Staff feedback on the quality and consistency of learner profiles. - Learner voice through focus groups or surveys. - Teacher observations of pupil confidence in discussing their learning. - Termly Tracking & Monitoring meetings.

	•All Teaching Staff will record at least one whole class post and at least one individual story every 3 weeks for each child. •Communicate and engage with parents/carers via online platform.			•Case studies show impact on learner progress. •Positive parent feedback on profile usefulness. •Staff moderate profiles for consistency. Profiling integrated into planning and tracking cycles.	
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Teaching and Learning Together: Improvement priority: Improve the consistency and quality of learning and teaching through evidence-informed pedagogy, collaboration and high-quality learning experiences.

Rationale – Quality assurance activities, learning visits and staff consultation show increased consistency in learning and teaching through the implementation of the Excellent Lesson Framework. However, self-evaluation identified a need to further improve pace, challenge, differentiation and adaptive teaching, with downtime evident in some lessons and variability in practice across classes. Staff also identified a desire for increased opportunities for peer observation, coaching and professional dialogue to support improvement. Learner voice demonstrates increased engagement in learning, but continued focus is required to maximise learning time, strengthen play pedagogy in P1–P2 and the ASLC, and ensure all learners experience consistently high-quality, engaging and appropriately challenging learning experiences.

NIF key drivers:	Teacher & practitioner professionalism		Curriculum & assessment		School & ELC improvement		Performance information
HGIOS4 QIs:	2.3	2.2	2.5		3.2	1.4	Select QI
QF ELC:	Select QI	Select QI	Select QI		Select QI	Select QI	Select QI
ESIP key priorities:	N Our Leadership				N Our Wellbeing		N Our attainment
Outcomes for our learners	Our actions/Approaches/Interventions		PEF	Who	Measures		Review/milestones
By June 2027, learners will benefit from improved consistency in high-quality learning and teaching through evidence-informed pedagogy.	Excellent Lesson - Staff engage in a professional reading study of <i>Power Up Your Pedagogy</i> (Bruce Robertson). - Establish cross-sector professional learning groups, including mainstream and ASLC staff. - Use the SURF coaching model to structure professional dialogue, peer observation and coaching. - Provide planned opportunities for peer observation, coaching conversations and collaborative enquiry through collegiate time and learning groups. - Staff develop PRD-linked professional learning plans focused			HT, DHTs, PT - CM All staff	- Increased consistency in lesson quality - Evidence of agreed strategies in planning and delivery - Improved learner engagement and confidence - Increased % of lessons rated very good/excellent - Positive staff feedback on CLPL impact		- Termly CLPL review - Peer feedback and group reflection - Lesson observations/learning walks - SLT monitoring and SIP updates

	on an aspect of the Excellent Lesson Framework. • Trial and evaluate strategies through professional enquiry and small tests of change (PDSA cycles). • Share effective practice through professional learning groups and staff meetings. • Utilise learning from Bruce Robertson CLPL, attended by the PT, to support implementation across the school. • Review and update the <i>Excellent Learning Experience</i> policy to reflect key learning from <i>Power Up Your Pedagogy</i>.				
By June 2027, learners in selected stages will experience a well-planned, balanced and progressive weekly curriculum which maximises learning time, reduces downtime and increases engagement in learning. Target group: All learners P1–P7 and ASLC.	• Provide professional learning on curriculum design, timetabling and effective use of learning time, particularly for new staff and identified stages. • Develop clear guidance and exemplification of a high-quality day and week across all stages, including the ASLC and Early Years playroom. • Develop a shared understanding of play pedagogy through an agreed Early Years and ASLC play policy, including guidance on planning and timetabling high-quality play. • At targeted stages, reduce unnecessary transitions and low-value activities to maximise learning		HT, DHTs, PTs, Development Groups	Outcome Measures • Increased learner engagement during learning visits. • Improved pupil survey responses regarding challenge and pace. • Reduction in downtime identified during observations. Process Measures • 100% staff participate in CLPL. • Weekly timetable exemplars developed and shared. • Planning reviews completed termly. Balancing Measures • Staff report increased confidence in curriculum planning.	August–October • Baseline audit of current timetables. • CLPL delivered. • Development Groups established. November–December • Exemplars developed and shared. • Initial learning visits. January–March • Mid-year evaluation. • Timetable refinements implemented. April–June

	time and close the teaching–learning gap.			• Staff workload remains manageable. Evidence of Progress • Learning visits. • Pupil focus groups. • Staff evaluations. • Planning scrutiny.	• Impact evaluation. • Review attainment, engagement and pupil voice.
By June 2027, all P1-P2 and ASLC teaching staff will have increased confidence in delivering play-based learning. (Baseline 50%).	Play-based Learning • Building on previous session, provide play policy and guidelines for play within Onthank mainstream and ASLC • Further embed consistent play-based learning across all P1–P2 classes and ASLC through targeted CLPL and professional dialogue. • Refine and review the smart start approach to maximise learning time and deliver interventions. • Further develop Play-based Learning Zones/ Sensory areas – Playroom and Outdoors. Creating timetable and role of ELCP	✓	P1-P2 Staff ASLC staff ELCP Outdoor Lead	• Increased learner engagement, creativity, and independence observed in play-based settings. • Staff confidence and consistency in delivering play pedagogy. • Enhanced indoor and outdoor environments that reflect play-based principles. • Positive impact of Therapeutic Play on learner wellbeing. • Evidence of progression in early level learning through play.	CLPL feedback Peer observations Planning, assessment & observations. Termly Planning Learning Walks
By June 2027, all children requiring additional support will have reviewed My Plans that accurately identify needs, strengths, targets and supports Learners receiving targeted support will show	Implement new East Ayrshire My Plans across the school. • Support Class Teachers to independently create, implement and review Child's Plans. • Review the appropriateness and challenge of ILP and SCERTS targets within the ASLC. • Increase the use of universal supports before targeted interventions.		DHTs, PT ASLC, Class Teachers, Support staff	Audit of Child's Plans/My Plans. • Percentage of plans reviewed within timescales. • Quality assurance of targets and interventions. • Tracking evidence shows progress towards agreed outcomes. • Staff confidence and consistency	• Baseline audit Aug/Sept 2026. • Monthly tracking meetings. • Termly quality assurance of plans. • Mid-year review Jan 2027.

improved progress, engagement and participation through effective interventions and universal supports	CLPL for Support staff to ensure they are fully aware of children's targets. • Introduce timetabled interventions linked directly to identified targets. • Improve tracking and monitoring of progress to ensure effective deployment of support staff and peer/buddy support.	✓	ASLC staff	in planning processes. • Improved learner engagement and participation.	• Final evaluation June 2027.
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Our Wellbeing and Belonging: Improvement priority: Strengthen wellbeing, inclusion, attendance and behaviour through early intervention, targeted support and positive relationships.

Rationale – Analysis of attendance, wellbeing and behaviour data indicates a need to strengthen early intervention, learner engagement and inclusion. GMWP data highlighted reductions in pupils' perceptions of safety, support and self-advocacy, while a small number of pupils continue to account for a significant proportion of dysregulation incidents. Staffing challenges also impacted planned nurture and behaviour support. Improving attendance, embedding the staged intervention process, developing the Learning Lab and strengthening ASN planning will help ensure children receive the right support at the right time.

NIF key drivers:	Select driver		Select driver		Select driver		Select driver
HGIOS4 QIs:	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI
QF ELC:	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI
ESIP key priorities:	N Our Leadership		N Teaching & Learning		N Our attainment		
Outcomes for our learners	Our actions/Approaches/Interventions			PEF	Who	Measures	Review/milestones
By June 2027, positive responses to wellbeing and online safety will increase by 10%, with a reduction in bullying and online incidents, supported by improved use of GMWP-informed interventions.	- Strengthen the consistent use of GMWP, including online wellbeing, ensuring all staff analyse data effectively and use it to inform high-quality action planning, linked to tracking and quality assurance processes. - Consult pupils, staff and parents to update the anti-bullying (Respect for All) establishment statement, including online behaviour, to ensure alignment with national guidance. - Ensure all staff complete anti-bullying and online safety training (respectme modules) and engage with the self-evaluation toolkit. - Deliver whole-school and targeted programmes (e.g. Everyone's Included / Gender 10) to promote			✓	HT / DHT HWB Lead / Champions PTs All teaching staff Educational Psychologist / partners	Increased proportion of learners reporting feeling supported, respected and included All staff confidently using GMWP to set targets and evidence impact Updated anti-bullying policy reflects consultation and national guidance Reduction in SEEMIS bullying and relationship-based incidents Evidence of targeted interventions linked to wellbeing data Increased staff confidence in analysing and using wellbeing data Evidence Pre- and post-surveys (pupils, staff, parents)	Termly tracking meetings (linked to GMWP and SEEMIS data) Monthly SLT / HWB team check-ins Termly review of surveys and interventions Ongoing QA calendar monitoring progress and consistency

	respectful relationships, including positive online behaviours. • Use GMWP, attendance and SEEMIS data (including online incidents) to track trends and identify learners requiring support. • Increase opportunities for professional dialogue focused on relationships, including online behaviour, wellbeing data and next steps. • Work with key partners (e.g. Educational Psychologist, HWB team, external agencies) to support targeted interventions, including online safety and digital wellbeing.	✓		Staff training records (Respectme, GMWP) Updated anti-bullying statement SEEMIS data (behaviour and bullying) GMWP data and tracking documentation Minutes from tracking meetings and professional dialogue	
By June 2027, improve classroom relationships, behaviour and inclusion through a consistent staged intervention process, targeted support pathways and peer-led coaching, resulting in a reduction in low-level disruption, earlier intervention for pupils requiring support and increased learner engagement.	Relationships, Behaviour & Inclusion • Fully implement the staged relationships and behaviour response process across the school. • Introduce and embed the new Levels 1–4 behaviour recording system to improve consistency and accuracy of behaviour tracking. • Schedule regular RT/DAT meetings involving staff, SLT and the Educational Psychologist to ensure concerns are identified early and interventions implemented promptly. • Ensure Educational Psychologist/SLT observations take place at an earlier stage to support effective planning and intervention.		DHT Lead (NN) Educational Psychologist Inclusion Teacher EAST Teacher (0.6) EYCP Peer Supporters	• Reduction in behaviour incidents requiring SLT intervention. • Behaviour tracker data accurately reflects Levels 1–4 behaviours. • DAT data evidences earlier intervention and reduction in escalation of behaviours. • Number and outcomes of RT/DAT meetings. • Learner engagement surveys. • Staff confidence surveys. • Number of peer support interactions recorded. • Learning Lab attendance and impact data. • Quality assurance of Child's Plans and ASN Overview	• RT/DAT calendar established and operational by September 2026. • Baseline DAT and behaviour tracker data analysed. • Termly review of behaviour data, Learning Lab referrals and interventions. • CLPL evaluations from Educational Psychologist sessions. • QA reviews of Child's Plans and ASN Overview documentation.

	• Provide professional learning and guidance to all staff on behaviour recording, staged intervention processes and new tracking systems. • Develop the role of Peer Supporters through the use of the <i>Excellent Behaviour Checklist</i> to support colleagues in reducing low-level disruption and improving learner engagement. • Introduce a referral process through the staged intervention pathway allowing class teachers to request peer support and coaching. • Continue to build staff capacity through collaborative problem-solving, coaching and reflective practice. • Further develop the <i>Learning Lab/ Playroom</i> as an inclusive intervention space for pupils at risk of disengagement from learning. • Utilise EYCP, EAST staff (0.6 FTE Teacher) and Inclusion Teacher to deliver targeted interventions for identified groups and individual learners. • Monitor and evaluate Regulation Trackers, DAT data and staged intervention records to inform next steps.	✓	All Teaching Staff SLT	documentation. • Pupil voice indicates children feel safe, supported and included. • Consistent use of relational and trauma-informed approaches observed through learning visits.	• Peer Supporter evaluations and coaching logs reviewed termly. • Mid-year evaluation of Learning Lab impact. • End-of-year evaluation using pupil voice, behaviour data, attendance, wellbeing and staff feedback.
By May 2027, whole school learner attendance will have increased to over 93.5%. (Baseline: 93%)	Learner Attendance & Engagement • Building on previous work, further embed the school's attendance procedures, using the EAC Attendance Toolkit and school tracking systems to monitor		HLW - SS Clerical Team Teaching Staff	• Monitor and analyse attendance data during PAR periods to inform targeted interventions.	• 4 weekly attendance audits (PAR Periods) • Timely audits of identified learners

By May 2027, the proportion of pupils attending 80–89% will reduce from 17% (93 pupils) to below 10% (Baseline: 17%). <table><tr><th>Attendance</th><th>Number of Pupils</th><th>% of pupils</th></tr><tr><td>100%</td><td>21</td><td>4%</td></tr><tr><td>90-99%</td><td>400</td><td>72%</td></tr><tr><td>80-89%</td><td>93</td><td>17%</td></tr><tr><td>70-79%</td><td>27</td><td>5%</td></tr><tr><td>60-69%</td><td>11</td><td>2%</td></tr><tr><td>50-59%</td><td>3</td><td>0.50%</td></tr></table>	Attendance	Number of Pupils	% of pupils	100%	21	4%	90-99%	400	72%	80-89%	93	17%	70-79%	27	5%	60-69%	11	2%	50-59%	3	0.50%	attendance, celebrate success and provide timely support for identified learners and families •Early intervention procedures developed for learners within the 85–95% attendance band. •Continue 4-weekly attendance updates to families. •Strengthen multi-agency interventions for identified pupils. •Monitor attendance, exclusion and placing request data. •Expand flexible learning approaches and tailored interventions to ensure equitable access for all learners.	✓ ✓	Partner Agencies	•Maintain records of support plans for pupils with attendance barriers. •Track outcomes of multi-agency collaboration to support families. •Audit consistency of attendance procedures across all classes. •Implement and review flexible learning plans for identified pupils. •Analyse pupil attendance between 85-95% and track impact of interventions. •Monitor reduction in persistent absences and late coming across the school. •Track improvements in attendance for pupils receiving targeted support. Survey staff confidence and consistency in applying attendance procedures.	•Evaluation results
Attendance	Number of Pupils	% of pupils																								
100%	21	4%																								
90-99%	400	72%																								
80-89%	93	17%																								
70-79%	27	5%																								
60-69%	11	2%																								
50-59%	3	0.50%																								

Our Attainment, Destinations and Achievements: Improvement priority: Raise attainment and achievement through high-quality literacy, effective assessment and tracking, and the development of digital and STEM skills

Rationale – While attainment has improved in several areas, analysis of attainment and tracking data identifies reading, assessment and ASN tracking as key areas for further improvement. Reading attainment averaged 79% and was identified as a future priority. Self-evaluation highlighted the need to strengthen moderation, assessment evidence, tracking processes and evaluation of interventions. There is also a need to improve consistency between Child's Plans, ILPs, tracking and targeted support, while continuing to develop digital learning, STEM and assistive technologies to support achievement and skills for learning, life and work. Minecraft Education was selected from pupil feedback.

NIF key drivers:	Performance information		Curriculum & assessment		Teacher & practitioner professionalism		School & ELC improvement	
HGIOS4 QIs:	1.3	2.3	1.1		2.4	3.2	3.3	
QF ELC:	Select QI	Select QI	Select QI		Select QI	Select QI	Select QI	
ESIP key priorities:	N Our Leadership		N Teaching & Learning		N Our Wellbeing			
Outcomes for our learners	Our actions/Approaches/Interventions			PEF	Who	Measures		Review/milestones
Improve children's attainment in writing at: P3: From 81 % to 85% by June 2027. By June 2027, improve targeted interventions for ASN pupils and those in SIMD 1 and 2 to reduce the attainment gap by 20%, as measured by progress towards individual targets and national benchmarks in literacy and numeracy.	National Improving Writing Programme - P3/ P6 teachers participation at the CYPIC National Improving Writing (NIW) sessions 2 x 2-hour session for DHT 2 full days (in person) 5 x 2-hour twilights (virtual) 2 optional sessions (virtual) - Develop and implement Quality Improvement knowledge to understand and apply tools that have been rigorously tested and work - Staff will implement the 'writing bundle' - Develop and implement self and peer assessment approaches to provide learners with the knowledge and skills to identify improvements in their own/others' writing - with a particular focus on Tools for Writing and vocabulary - Collect data regularly on children's progress with a clear focus on improving one aspect of writing at a time.				P6/ P3 teaching staff (HH, LC, JE, DF). CYPIC National Improving Writing team EA leads D. McMahon, S. Rae, L. Bull	- Pre and Post pupil questionnaires - Regular teacher polls on impact of learning from the NIW programme. - Pareto chart to identify focus for teaching inputs – baseline assessment - Stretch Aim (June 26) for Writing attainment for class 2-3 short-term Teaching Aims for pupils (individuals/groups) for each identified teaching focus. - Run Charts to collect data demonstrating progress daily and share with pupils. Analysis of Run Charts to learn from data to inform small tests of change and to identify when to move to next teaching aim; provide support; increase challenge		- Stretch Aim set for June 27 based on data - Teaching Aim 1 set for 3rd November, based on Pareto data - ACEL/progress and achievement tracking and monitoring data. - Pupil voice (qualitative feedback) Sept 25/Jan and June 27 - Staff voice (qualitative feedback) throughout - Classroom observation feedback

	• Involve children in collecting and analysing data. • Moderation of planning, learning, teaching and assessment improving shared understanding of writing to inform teacher judgements and to identify strengths and next steps for learners • (Provide opportunities for parents/carers to engage with the writing pedagogy) • Building an infrastructure for sustainable spread beyond the initial programme timeline, supported by the CYPIC and EA teams- e.g. participation in implementation wave (Increase understanding of the root causes for writing difficulties/ barriers (professional learning and discussion with ASD/ Dyslexia/EAL teachers.) Create a Quality Improvement Poster.			• AiFL approaches demonstrate on-going assessment and provide feedback to learners. • Professional dialogue with colleagues from other settings to moderate planning, learning, teaching and assessment. • Pupils' ability to talk about their progress and next steps both individually and as a class. • Fishbone tool analysis where there is continued non-attainment and consideration of ways to further support pupils. • Writing Benchmarks to support reliability of teacher judgements. • Before /after measurements of pupil engagement will demonstrate an increase in enjoyment of writing. • Staff will report that they are more confident and enjoy teaching writing. ACEL data in tracking tool	
Improve children's attainment in reading at: •P4: From 77% to 82% •P5: From 77% to 82% •P7: From 73% to 80% by June 2027. By June 2027, improve targeted interventions for P7 ASN pupils and those in SIMD 1 and 2 to reduce the attainment gap by 20%, as measured by progress	Reading • Establish Bug Club as the core reading resource, alongside increased access to high-quality physical texts. • Target identified stages with a stronger focus on reading fluency, comprehension and reading frequency. • Share learning from reading CLPL and establish a Reading Working Group to lead improvement. • Implement reading assessment, tracking and moderation in line with the school assessment calendar to support consistent teacher judgement, shared expectations and timely identification of next steps.		HT, PT - EA leads D. McMahon.	• Improved reading attainment and achievement across targeted stages. • Increased reading frequency at school and at home, evidenced through Bug Club and reading records. • Assessment and tracking data demonstrates progress in reading fluency, comprehension and attainment. • Moderation activities show greater consistency in teacher judgement and shared expectations.	• August–September: Reading Working Group established; Reading Schools audit completed; Bug Club expectations agreed. • Termly: Assessment, tracking and moderation completed in line with the school assessment calendar. • Termly: Reading data analysed and reviewed through

towards individual targets and national benchmarks in literacy and numeracy.	- Collect and analyse reading data regularly, involving learners in tracking their progress. - Implement targeted, evidence-based reading interventions for identified learners, using baseline and follow-up assessments to measure impact on progress and attainment - Complete a Reading Schools audit and implement agreed actions. - Ensure consistent implementation of East Ayrshire literacy programmes and agreed reading approaches. - For targeted groups, strengthen parental partnerships by promoting and supporting regular home reading through guidance, communication, reading challenges and family engagement opportunities.	✓		- Targeted interventions demonstrate measurable impact through baseline and follow-up assessments. - Increased staff confidence in the teaching of reading and implementation of agreed approaches. - Positive progress against Reading Schools audit and action plan.	tracking meetings, with targeted interventions evaluated. - Termly: Learner voice and reading engagement monitored, including reading frequency and enjoyment. - January: Mid-year review of attainment, interventions and Reading Schools action plan. - June 2027: Improved reading attainment, increased reading engagement and evidence of consistent reading practice across the school
By June 2027, progress made by all learners will be evident and based on reliable assessment data and moderation.	- Review and refine the assessment calendar and whole-school tracking systems to ensure assessment is purposeful, timely and aligned to tracking and reporting cycles. - Develop a consistent approach to assessment, moderation and evidence gathering, linking key assessment evidence to profiling and teacher professional judgement. - Provide targeted support and professional learning for identified stages and staff to strengthen assessment, moderation and the use of data to inform learning and teaching, - Embed effective use of assessment through pre- and post-assessment approaches,		HT/ literacy and Numera cy lead PTs Staff -	- Identified staff will demonstrate an improved understanding of pupil progress through effective assessment and tracking. - Staff follow revised assessment calendar consistently. - Staff can explain purpose and timing of assessments. - Stretch aims reviewed termly and adjusted as needed. - Teachers identify and evidence impact of class interventions. - Key assessment tasks and profiling show application over time.	- All staff meet SLT by end of September to set stretch aims. - Fact Story Action linked to Tracking periods TP1, TP2, TP3 - Stage partners meet termly to moderate and ensure consistency.

	ensuring data informs planning, teaching and next steps for learning. - Strengthen Fact–Story–Action discussions through leadership involvement, enabling timely identification, implementation and evaluation of targeted interventions to support equity and close the attainment gap. - Review and update the Excellent Learning Experience policy to reflect agreed expectations for assessment, tracking, moderation and the use of evidence to improve outcomes for learners.			- Learner surveys show increased understanding and engagement. - Staff lead sessions on data use and intervention planning.	
By June 2027, all learners will demonstrate improved digital literacy skills and safe use of technology. By December 2026, 100% of staff will understand and apply the responsible use of AI in education. By June 2027, participation in coding, robotics and Minecraft Education will increase from 60% to 100% for selected stages By June 2027, ASLC learners will have increased access to and use of digital and assistive technologies to support learning and communication.	- Develop and implement a whole-school digital strategy with clear progression pathways from P1–P7. - Extend effective STEM, robotics and Minecraft Education practice across additional stages where appropriate. - Deliver targeted coding and digital skills lessons through identified staff. - Strengthen monitoring through learning visits, QA activities and learner conversations, focusing on the impact of technology on learning. - Implement the Digital Wellbeing Award and Cyber Resilience and Internet Safety action plan. - Increase access to digital devices and technologies across the school. - Ensure all staff complete required AI policy reading and professional learning. - Develop the use of assistive and digital technologies within the ASLC, including targeted staff training to support learners with complex communication and learning needs.	✓	DHT NN Pupil Digital Leaders	Digital Schools self-evaluation completed, and action plan implemented. Learning visits show effective use of digital technologies to enhance learning. Planning demonstrates progression in digital literacy skills from P1–P7. 100% of upper primary learners access coding, robotics and Minecraft Education. Most learners demonstrate confidence in using technology safely and appropriately. Staff demonstrate increased confidence in using digital technologies, AI and assistive technology. Increased use of communication and assistive technology within the ASLC to support learner engagement and independence.	Digital strategy and action plan in place by October 2026. AI professional learning completed by December 2026. Termly QA, learning visits and learner voice activities. Mid-year review of STEM, coding and robotics participation. ASLC technology audit and staff training completed by January 2027. Improved digital literacy, confidence and engagement evidenced by June 2027.

2024-25 baseline						2025-26 targets						2025-26 actual					
	Reading	Writing	L&T	Literacy	Numeracy		Reading	Writing	L&T	Literacy	Numeracy		Reading	Writing	L&T	Literacy	Numeracy
P1	85.0	82.5	88.8	81.3	88.8	P1	80.3	74.6	84.5	74.6	87.1	P1	80.3	77.5	91.5	76.1	90.1
P2	75.8	83.3	90.9	75.8	83.3	P2	86.1	84.8	92.4	82.3	88.6	P2	84.8	81.0	94.9	79.7	87.3
P3	78.0	78.0	95.1	74.4	90.2	P3	73.9	81.2	88.4	71.0	82.6	P3	76.8	81.2	89.9	73.9	82.6
P4	87.8	86.6	96.3	86.6	84.1	P4	77.1	77.1	95.2	73.5	90.4	P4	77.1	78.3	94.0	69.9	86.7
P5	86.1	70.8	85.9	69.0	77.8	P5	90.2	91.5	93.9	90.2	90.2	P5	85.4	90.2	93.9	85.4	87.8
P6	72.0	72.0	86.0	64.5	74.2	P6	67.1	71.1	88.2	64.5	72.4	P6	73.7	81.6	85.5	71.1	77.6
P7	76.0	78.7	85.3	76.0	77.3	P7	81.3	81.3	86.5	76.0	81.4	P7	78.4	77.3	83.5	73.2	81.4

Reading	P1	P2	P3	P4	P5	P6	P7	Writing	P1	P2	P3	P4	P5	P6	P7	L&T	P1	P2	P3	P4	P5	P6	P7	Numeracy	P1	P2	P3	P4	P5	P6	P7
P1	83.5							P1	80.6							P1	92.4							P1	89.2						
P2	85.0	81.1						P2	82.5	78.3						P2	88.8	91.8						P2	88.8	84.3					
P3	80.3	75.8	77.1					P3	80.3	83.3	76.0					P3	85.9	90.9	90.1					P3	84.5	83.3	80.6				
P4	87.4	84.3	78.0	78.0				P4	73.6	78.3	78.0	76.0				P4	86.2	92.8	95.1	91.2				P4	89.7	90.4	90.2	80.5			
P5	78.2	89.3	85.9	87.8	78.8			P5	83.9	82.1	84.6	86.6	74.3			P5	88.5	91.7	96.2	96.3	91.0			P5	86.2	91.7	87.2	84.1	76.5		
P6	79.5	-	70.0	74.3	86.1	76.8		P6	82.2	-	63.8	70.3	70.8	72.2		P6	90.4	-	80.0	81.1	85.9	89.6		P6	87.7	-	71.3	74.3	77.8	74.5	
P7	-	-	-	75.5	80.0	72.0	79.7	P7	-	-	-	68.4	65.3	72.0	77.6	P7	-	-	-	83.7	90.5	86.0	89.8	P7	-	-	-	70.4	74.7	74.2	78.4

Summary of Improvement Plan directly linking to Education Service Improvement Plan

Our Leadership	Teaching and Learning Together
• Strengthen pupil leadership, volunteering and pupil voice so children play an active role in shaping school improvement. • Develop leadership skills, meta-skills and learner profiles to help children recognise and share their achievements. • Build a strong staff team within the expanded ASLC to ensure consistent support for learners.	• Embed our Excellent Lesson Framework to ensure high-quality, engaging learning experiences for all children. • Provide opportunities for staff to collaborate, reflect and learn together through coaching, peer learning and professional enquiry. • Ensure all learners experience engaging, well-planned lessons and make the best use of learning time. • Further develop play-based learning in P1–P2 and the ASLC
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
• Strengthen wellbeing, relationships and behaviour through consistent support, early intervention and positive partnerships with families. • Improve attendance, engagement and inclusion through effective tracking and targeted support. • Develop the Learning Lab and play-based intervention spaces to provide additional support for children who need help with wellbeing, engagement and learning. • Strengthen ASN planning, staff training and support systems to ensure children receive the right support at the right time.	• Improve attainment in reading and writing through high-quality teaching, targeted support and strong home-school partnerships. • Strengthen assessment, tracking and moderation to ensure all learners make the best possible progress. • Develop digital learning, coding, STEM and assistive technologies to prepare learners with skills for learning, life and work.