

Onthank PS and ASLC



Establishment Context



Onthank Primary School and Additional Support for Learning Centre (ASLC) is located in the north of Kilmarnock and serves a diverse catchment area. The school is a large, non-denominational establishment. At the time of the pupil census, 552 children were enrolled in the mainstream setting and 40 in the ASLC. The formal establishment of the ASLC began in August 2023, incorporating the existing inclusion resource within the Onthank Campus. The school currently operates 21 mainstream classes and 4 ASLC classes. The headteacher took up post in January 2018 and is supported by two substantive deputy headteachers who were recruited at the beginning of the session. One had been in an acting DHT role, and the other is new to the school. The previous post holder had taught in the school for 40 years. There are two principal teachers, and the school is in the process of appointing a principal teacher for the ASLC.

The school building, now 67 years old, underwent internal enhancements in 2020, including new flooring and décor. There have been improvements for the Additional Support for Learning Centre (ASLC), located on the ground floor of the former Gaelic school. Parents/carers and pupils have actively campaigned for environmental upgrades, expressing concerns that their children face disadvantages compared to peers in specialist settings. In response, the school has worked closely with families and the local authority to address these concerns. A new outdoor garden and play space for the ASLC was completed this session, and additional modular classrooms will be in place by August 2026 to support the planned expansion of the ASLC.

In the mainstream setting, Scottish Index of Multiple Deprivation (SIMD) data shows that 40% of pupils are in decile Bands 1–2, while 60% are in Bands 3–10. Free meal entitlement applies to 19% of pupils, which the Scottish Government uses to allocate Pupil Equity Funding (PEF). In the Supported Learning Centre (ASLC), 70% of pupils fall within SIMD Bands 1–2, and 55% qualify for free meals. These figures reflect the socio-economic diversity across the school community. Staff continue to prioritise poverty proofing the school day to ensure equity and remove barriers to learning and participation.

Our school improvement plan reflects both the local authority community plan (with a focus on education), the new local authority strategic plan and the priorities as per the National Improvement Framework.

Overall Strengths from session 2025/26

- Successful launch of the co-created Onthank CARES vision, values and aims.
- Maintained Gold Rights Respecting School accreditation and strengthened pupil leadership.

- Improved attainment in writing and numeracy, with notable success in the National Improving Writing programme and numeracy targets achieved across several stages.
- Strong family engagement and community partnerships supporting attendance, wellbeing and inclusion.
- Continued development of a positive, nurturing and inclusive ethos across the school and ASLC.

Priorities for session 2026/27

- Improve learning and teaching through high-quality pedagogy, collaboration and consistent practice.
- Raise attainment in reading and writing through targeted interventions, effective assessment and robust tracking.
- Strengthen wellbeing, inclusion and attendance through early intervention, targeted support and positive relationships.
- Develop learner leadership and pupil voice, ensuring children influence school improvement and can articulate their achievements.
- Enhance digital learning, STEM and skills development to prepare learners for learning, life and work.

Establishment Vision, Values and Aims



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.

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.

The Parent Council working in partnership with Senior Leadership team and Home link worker developed a vision:



Working together in partnership with the school, families and pupils we are committed to driving the school forward and bringing the community together. We welcome diversity and support the school to provide exceptional opportunities for our children to learn, have fun and grow in confidence.

'CARE' VALUES - Committed, Ambitious, Respectful, Equality.

Committed

- To support the best school experiences for Onthank young people and community.
- To being the voice of the full parent/carer community.
- To working in partnership with the school and wider community.

Ambitious

- We aim high and overcome challenges positively.
- We embrace change and strive to continually improve.

Respectful

- We are approachable and listen to all views.
- We challenge and support concerns in a positive manner.

Equality

- We provide equal opportunity for all to participate, provide input and be heard.
- We are inclusive of all members of #OurOnthank Community.
- We are a fair, friendly forum

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Improvement Priority <i>(Expressed as outcomes for learners)</i> <i>Increasing Opportunities to Lead Aspects of Learning</i> By June 2026, all children will have opportunities to lead aspect of learning By June 2026, 100% of pupils will be able to articulate the school's vision, values, and aims, and demonstrate how they apply them in daily school life. By June 2026, all learners will have increased engagement and participation in high quality learning and teaching experiences. By January 2026, all learners will confidently record on their personal and wider achievements, using this to support their progression and celebrate success. Baseline: 30%	Education Service Improvement Plan 1: Our Leadership We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of 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, playroom and centre.
Our Leadership		
Progress and Impact	• Learner participation is well embedded across the school, with most children regularly leading aspects of learning and contributing to decision-making. Pupil Leadership Groups, aligned to improvement priorities, are developing confidence, agency and influence, with increasing evidence that pupil voice is shaping change, supported by partnerships with families and the wider community. The Pupil Council and Parent Council work together to self-evaluate and plan for improvement. • Children co-created the Pupil Improvement Plan, resulting in improved understanding, ownership and relevance. The PIP is visible and increasingly used as a driver for dialogue about learning and improvement. • The school demonstrates a highly effective commitment to embedding children's rights across all aspects of its work, as evidenced by the successful maintenance of Rights Respecting Schools Gold accreditation in November 2025. A consistent language of rights is evident in daily practice, with children, staff and parents clearly articulating how rights underpin learning, relationships and decision-making. Strong leadership and professional learning ensure a coherent approach, with rights fully embedded within improvement planning and classroom practice. • Meaningful and well-structured consultation approaches, including the RRS-led review of vision, values and aims, have strengthened children's understanding of rights and their role as active contributors in shaping the school community. • Almost all pupils in the report increased opportunities to be listened to and to influence change, with survey and focus group evidence indicating improved engagement and participation. • The refreshed vision, values and aims are well embedded across the school, with almost all pupils able to articulate them and demonstrate their application in learning and relationships. Values are consistently referenced within daily interactions and class charters, supporting a positive, inclusive ethos. Effective consultation with pupils, staff and families strengthened shared ownership of the school's values, with most stakeholders reporting increased understanding and engagement. • While most stakeholders can articulate the vision, values and aims, next steps include increasing consistency in how all pupils explicitly apply them to their learning and behaviour across all contexts.	

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| | <ul style="list-style-type: none">• The Parent Council continues to be a key strength of the school, working closely with Pupil Leadership Groups to consult on priorities, support decision-making and organise community events. Success in the Cash for Kids Schools Challenge secured an additional £3,000 for the school, while events such as the Colour Run strengthened community engagement and promoted a strong sense of belonging. This partnership has enhanced pupil leadership opportunities, increased learner voice and contributed positively to the wider life of the school community.• A refresh of restorative practices has been successfully implemented, supporting a consistent approach to promoting respectful and ambitious behaviour. Staff, including new members, have engaged in targeted professional learning to strengthen understanding and application of restorative approaches. This is increasingly visible across the school, including through classroom displays and shared language. The refreshed approach has also been communicated to parents, including through Parents' Night, helping to reinforce shared expectations and strengthen partnerships in supporting positive relationships and behaviour.• Monthly values themes, linked to Rights Respecting Schools, are visible across the school and are reinforced through pupil-led assemblies and learning activities.• Staff engagement in targeted professional learning has supported increased consistency in high-quality learning and teaching. Most learners demonstrate increased engagement and participation, with improved understanding of learning intentions and success criteria evident through learning conversations and classroom practice.• Following a local authority learning visit, the Senior Leadership Team (SLT) revised approaches to quality assurance. As a result, a structured quality assurance calendar has been enacted this session. Teachers have received three class visits from the SLT across the year. With staff permission, short video clips and photographs of learning have been used to support professional dialogue, alongside written feedback following each visit. Observations have been aligned to features of The Excellent Lesson and School Improvement Plan (SIP) priorities.• Quality assurance processes have been strengthened through revised observation paperwork, which now includes a section for teachers to reflect on actions from previous feedback, supporting a clearer cycle of continuous improvement. Pupil focus group evidence has also been systematically gathered and collated throughout the year, contributing to a stronger evidence base.• A thorough review of the school's quality assurance processes and procedures has been undertaken, ensuring they are clearly documented, consistently applied, and demonstrate measurable improvements in outcomes for learners. The sustainability of the current model of frequent SLT observations will also be reviewed next session.• The Senior Leadership Team demonstrates strong digital leadership, effectively utilising a range of digital platforms including Microsoft Planner, Loop, ClickView, Learning Journals and Canva to enhance strategic planning, communication and collaboration. Through collegiate working, SLT has developed innovative approaches to storing, organising and analysing evidence of school improvement, creating more efficient systems to support self-evaluation and improvement planning. The use of Microsoft Planner has also |
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strengthened collaboration with administrative staff, providing greater clarity around roles, responsibilities and key actions. This work has been recognised as effective practice and shared with colleagues across other schools. Moving forward, there is a need to further refine and simplify these systems to ensure they are accessible, sustainable and consistently utilised by all staff, maximising their impact across the school community.

- Peer observations were limited this session due to difficulties in securing class cover, with only occasional use of learning groups to provide release time. In response, peer groups have been introduced through the SIP (linked to RBEAPs) to support collaborative practice, the sharing of effective approaches, and reflective professional dialogue across and within stages. Staff evaluations identified a strong desire for increased opportunities to engage in peer observations. As a result, a more structured programme of peer observation will be incorporated into next session's SIP to strengthen professional learning, collaboration and the sharing of effective practice across the school.
- While strengths in distributed leadership are evident, next steps include increasing consistency in the impact of leadership roles, ensuring all staff can clearly evidence how their leadership improves outcomes for learners.
- Good progress has been made in improving approaches to profiling and recording achievement across the school. There is clear evidence of increased learner engagement, improved systems and growing consistency in practice. While the January 2026 target has not yet been fully realised, the majority of learners are now more confident in recording and reflecting on their achievements, with strong foundations in place to secure further improvement.
- My World of Work (P3–P7):
All learners have successfully created profiles and are engaging with Skills Development Scotland tools, including Animal Me. Most progress is evident in P6 and P7, where learners are progressively using the platform to record and reflect on their skills. There is growing evidence of learners linking their experiences to meta-skills (e.g. self-management, social intelligence and innovation), supporting a clearer understanding of their strengths and next steps in learning.
- Learning Journals (P1–P2 and ASLC):
Learning Journals are being used effectively, with the strongest impact seen within the ASLC, where higher levels of parental engagement are evident. Entries are increasingly linked to individual learning plan (ILP) targets, supporting the collection of meaningful evidence of progress. In P1 and P2, the platform is used to share learning stories and engage parents in learning, including homework. However, there remains a need to further develop consistency of use across early stages and provide clearer guidance for staff and families on expectations to maximise impact.
- The quality of learner reflection has improved, with more pupils beginning to link achievements to skills and next steps in learning.

Next Steps	• Further strengthen pupil leadership by ensuring all groups can clearly evidence their impact on school improvement and learner outcomes. • Increase opportunities for pupils to apply and articulate the vision, values and aims consistently across learning, behaviour and wider school life. • Continue embedding restorative approaches to ensure consistency of practice across all classes and stages. • Review the sustainability and impact of current quality assurance processes, including the frequency of SLT observations. • Increase opportunities for peer observation, professional dialogue and collaborative learning through SIP peer groups and RBEAPs. • Strengthen distributed leadership by ensuring all staff can evidence the impact of their leadership responsibilities on outcomes for learners. • Further develop profiling and achievement approaches, with a greater focus on learner reflection, skills development and identification of next steps. • Increase consistency in the use of Learning Journals and My World of Work profiles, including clearer expectations for staff, pupils and families. • Continue to strengthen pupil and parent engagement in self-evaluation and school improvement through the Pupil Council, Parent Council and Rights Respecting Schools work. • Enhance the recording and recognition of achievements to ensure all learners can confidently identify and articulate their skills, achievements and wider accomplishments.

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Improvement Priority <i>(Expressed as outcomes for learners)</i> To improve consistency in learning and teaching by embedding a progressive curriculum and strengthening feedback and pupil involvement By June 2026, all teaching staff will consistently deliver high-quality learning and teaching, as evidenced by an increase in the number of lessons rated as “very good” or “excellent” in internal evaluations, improved attainment in literacy and numeracy, and greater pupil engagement and confidence—ensuring appropriate challenge and support for all learners. By June 2026 children in targeted stages have opportunities to lead their learning through IDL/PBL/skills-based learning linked to STEM Improve children’s attainment in numeracy at • P1 (stretch aim: 90%) • P2: From 89% to 93% • P3: From 83% to 85% • P4: From 90% to 91% • P5: From 84% to 85% • P6: From 78% to 79% • P7: From 75% to 81% by June 2026	Education Service Improvement Plan Priority 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.
Teaching and Learning Together		
• Progress and Impact	Excellent Learning experience • “Onthank’s Excellent Lesson” framework has been collaboratively reviewed and rebranded through a working party, drawing on examples from other schools and the views of staff, pupils and parents. A shared, aspirational understanding of high-quality learning and teaching is now in place, supported by classroom displays, pupil-created videos and an updated policy. • Staff consultation on the Excellent Learning Experience Policy demonstrated a strong shared understanding of expectations across all stages. Feedback indicated that staff found the purpose of the policy, learning intentions and success criteria, Assessment for Learning approaches, questioning strategies and verbal feedback expectations to be clear and practical to implement. Staff particularly valued the inclusion of Onthank-specific examples and the accompanying visual resources, which supported consistency in practice. Responses highlighted high levels of confidence in the use of questioning and AifL strategies, with approaches such as higher-order thinking skills, think-pair-share, hinge questions and pupil voice already embedded across the school. Areas identified for further development centred on supporting staff to meet the diverse needs of all learners through differentiation, particularly where there are wide ranges of ability, complex learning needs and limited staffing resources. Staff suggested that additional exemplification, visuals and practical guidance, including further support around scaffolding, challenge and pupil voice, would strengthen implementation. Overall, the consultation provided strong assurance that the policy reflects current effective practice and has established a clear and consistent framework for delivering high-quality learning experiences across the school. • Leaders of Learning: Continued engagement in the EA Leaders of Learning programme has resulted in a clearer, shared understanding of high-quality learning and teaching, with increased consistency and visibility across the school through updated policy and classroom practice. Pupil voice and staff professional dialogue have strengthened the use of learning intentions and success criteria, with most learners now able to articulate these and understand next steps in their learning.	

Additionally, approaches such as increased use of digital technology and flexible groupings are evidencing improved learner engagement, independence, collaboration and confidence across the majority of classes.

- Learners demonstrate increased confidence in understanding and articulating learning intentions and success criteria, with pupil voice evidencing clearer understanding of expectations and next steps, supporting greater ownership and engagement in learning.
- Meta-skills: Staff engaged in collaborative CLPL with Darvel Primary and Nether Robertland, alongside an introductory Skills Development Scotland (SDS) training session delivered at Onthank. This professional learning has enhanced staff understanding of meta-skills and career education, including practical, sustainable approaches to embedding these within everyday learning. As a result, there is emerging evidence of learners developing skills such as collaboration, resilience and independence across learning.
- Increased use of 1:1 digital technology and flexible learning approaches has enhanced learner engagement, independence and confidence, particularly within upper stages, contributing to more motivating and relevant learning experiences.
- Whole-school assessment approaches are becoming more consistent through the introduction of a shared assessment calendar and clearer identification of appropriate assessments. The use of well-established *fact, story and action* processes, alongside individual pupil assessment folders, is strengthening tracking, supporting clearer identification of next steps and enabling more targeted interventions to improve outcomes for learners. This should be further developed to ensure greater consistency and impact across all stages.
- In the majority of observations, staff effectively use flexible groupings, differentiation and adaptive approaches to meet learners' needs, supporting appropriate challenge and engagement for most pupils. However, in less than half of classes, the pace of learning requires further improvement, with a need to reduce downtime and strengthen lesson flow. Further development of planning approaches, including use of the Know–Do–Understand model, will support clearer lesson structure, sharper pace and improved progression in learning.

IDL and STEM

- Planned development of IDL/PBL and skills-based learning linked to STEM has not yet been fully implemented. A strategic decision was taken to align this work with the national Curriculum Improvement Cycle, with all staff completing professional learning including Session 1: Making Sense of the Curriculum Improvement Cycle, building a shared understanding and readiness for future development.
- Staff have begun to develop their understanding of IDL/PBL approaches through CLPL opportunities; however, consistent approaches to planning and delivery are not yet evident across the school. The introduction and embedding of IDL/PBL planners, including a clear focus on knowledge and skills progression aligned to Experiences and Outcomes, was not progressed this session.
- Productive links with the local authority STEM lead have supported the identification and purchase of appropriate STEM resources, alongside the creation of a dedicated STEM learning space. This is strengthening capacity and providing improved opportunities for practical, skills-based learning.
- Initial evaluation of STEM within the context of IDL/PBL has been limited, and further work is required to ensure a coherent, progressive curriculum aligned to the Curriculum Improvement Cycle.
- Initial exploration of approaches, including consideration of planners, CLPL and working groups, has begun; however, consistent classroom practice and learner-led approaches are not yet evident. This will be progressed next session, with a focus on targeted stages and clearer measures of impact, including engagement and pupil voice.
- The P4 *I've Got Rhythm!* Musicianship Skills Project successfully engaged learners in developing key musicianship skills. Delivery was adapted to meet the needs of the cohort, ensuring that the majority of pupils achieved the intended outcomes. The project highlighted the positive impact of strong relationships, effective support strategies and collaborative working within the stage team, resulting in high levels of pupil participation, engagement and commitment to learning.

- The P6 WWII Showcase provided a high-quality opportunity for learners to demonstrate their knowledge, skills and understanding through an engaging interdisciplinary project. Parent feedback was extremely positive, highlighting pupils' confidence, depth of knowledge and pride in their learning. The event successfully strengthened home-school partnerships and provided learners with a meaningful opportunity to share their achievements with an authentic audience. The success of this Parental engagement and positive feedback from families indicates it should be spread throughout the school.
- 3 staff members (P6, P7 & ASLC) attended Lego Spike Kits training which led to a collaborative Lego project with Kilmarnock Academy.
- Robotics STEM event was attended by all P6 classes where they all had the opportunity to develop their skills in digital technologies through hands on activities with a range of technology. All pupils engaged fully with resources made available.

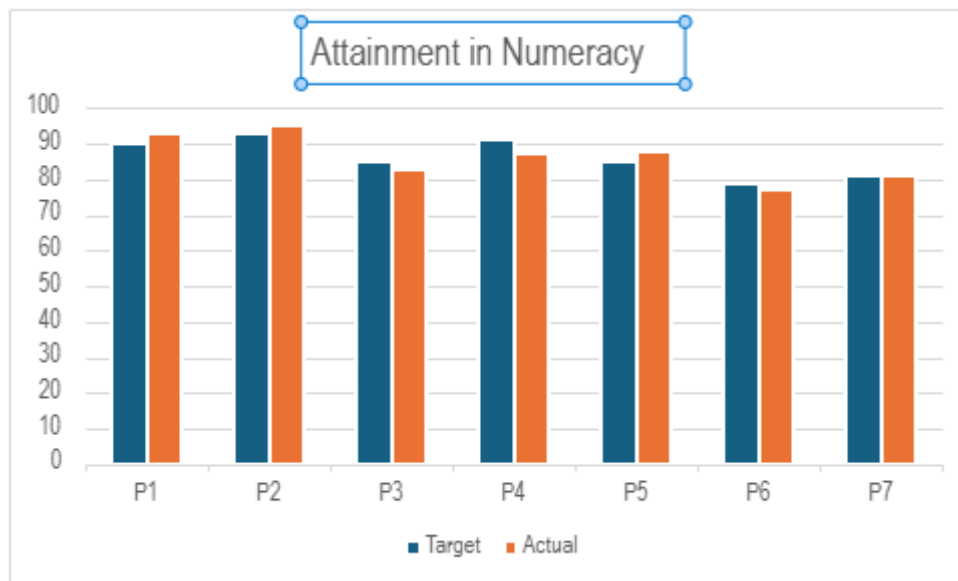
A broad, balanced, and progressive curriculum in PE

- A progressive and consistent approach to PE has been established, with improved planning supporting clearer coverage of BGE experiences and outcomes across all stages.
- PE planners have been developed and refined, building on previous practice to ensure increased consistency, progression and breadth of learning experiences for all learners.
- All staff were involved in developing the PE curriculum overview across the school. During a staff evaluation of the PE planners, all staff who completed the form shared the newly developed PE curriculum will effectively support staff in delivering the curriculum to pupils.
- Learners are now experiencing a broader, more balanced and progressive PE curriculum, supporting increased participation, skill development and engagement.
- The introduction of new, high-quality PE resources has further enhanced the delivery of the curriculum. These resources support staff to provide more varied, engaging and inclusive learning experiences, enabling pupils to develop skills progressively across all stages. As a result, learners are more actively engaged, lessons demonstrate increased pace and challenge, and pupils have greater opportunities to practise and apply their skills in different contexts.
- As a result, almost all learners are engaged, motivated and participating regularly in physical activity. Pupils are developing important life skills such as teamwork, resilience, leadership and respect. They have a clear understanding of the importance of physical activity in maintaining their health and wellbeing and are increasingly engaged in a wide range of physical activities.
- Opportunities to participate in a wide range of activities, including games, fitness, outdoor learning and competitive sport, ensure equity of access and promote inclusion for all learners.
- Evidence has been collated to support submission for the SportScotland Gold Award, demonstrating strengthened practice, improved provision and the impact of high-quality PE across the school.

Improve children's attainment in numeracy

- Staff have liaised with the local authority to identify and introduce appropriate resources to support early numeracy, including the purchase and implementation of Teejay workbooks at Early Level. This is increasing consistency in approaches and supporting progression in numeracy learning.
- Moderation activities within the school and across the wider Education Group have provided valuable opportunities for professional dialogue, strengthening staff confidence in teacher judgement and levels.
- Engagement in moderation, including discussion of assessment approaches, progression from second to third level and review of S1 assessment, has supported a clearer understanding of standards and expectations across sectors.

- Professional dialogue highlighted opportunities to strengthen the range of recorded learning evidence, ensuring that learning completed through whiteboards, practical activities and alternative tasks is captured more consistently. As a result, staff agreed to develop approaches for retaining broader assessment evidence to support moderation and tracking of progress over time.
- Collaborative working with colleagues from across the authority has enabled the sharing of effective practice, including approaches to feedback, organisation of jotters and assessment strategies.
- These opportunities have strengthened professional dialogue and increased staff confidence in curriculum coverage, progression and levels of challenge. They have also supported greater awareness of approaches being used across the authority and helped staff identify next steps for learning and assessment.
- Overall, attainment in numeracy has improved across most stages, with stretch aims achieved or exceeded in P1 (93%), P2 (95%) and P7 (81%), and strong improvements noted in P5 (88%).
- Most stages have demonstrated positive progress, with P3 (83%) maintaining attainment levels and P4 (87%) and P6 (77%) showing slight decreases against targets.
- The majority of learners are achieving expected levels in numeracy, with an overall upward trend in attainment across the school.
- Data indicates targeted interventions and improved consistency in teaching approaches are beginning to impact positively on attainment; however, further focus is required in specific stages to ensure sustained progress and greater equity in outcomes.
- While data shows an overall positive trend in attainment, there is a need to further strengthen moderation and assessment approaches in some stages to ensure greater confidence in teacher judgement and consistency in standards.



• Next Steps	• Embed Onthank's Excellent Lesson consistently across all classes, with a continued focus on improving pace, challenge, differentiation and adaptive teaching to meet the needs of all learners. • Ensure Pedagogy and a focus on Learning and Teaching are core business and reflected in the school calendar, meetings and day to day running of the school. • Provide further professional learning and practical exemplification to support staff in meeting diverse learner needs, particularly those requiring additional support or greater challenge. • Continue developing learners' understanding and application of meta-skills, ensuring these are embedded consistently across the curriculum. • Strengthen the use of digital technology and flexible learning approaches to promote independence, engagement and learner agency. • Develop and implement a clear whole-school approach to IDL/PBL, aligned to the Curriculum Improvement Cycle, with a focus on progression of knowledge, skills and learner voice. • Maximise the use of the new STEM resources and learning space to provide high-quality, practical and skills-based learning experiences. • Increase opportunities for peer observation and collaborative professional dialogue to support the sharing of effective learning and teaching practice. • Review the sustainability and impact of current quality assurance approaches while continuing to strengthen professional reflection and improvement. • Continue to build on strengths within PE by monitoring progression, maintaining consistency of delivery and achieving the SportScotland Gold Award. • Further improve numeracy attainment through targeted interventions, strengthened moderation and more consistent approaches to assessment and the use of evidence to support teacher judgement. • Develop approaches for capturing a wider range of learning evidence, including practical and oral learning, to strengthen assessment, moderation and tracking of progress.

Improvement Priority (Expressed as outcomes for learners)	Improvement Priority (Expressed as outcomes for learners) Present, Participating, Supported & Achieving <i>By June 2026, all children identified as care experienced (CE) will be supported to reach their full potential by committed, “Promise” aware skilled staff.</i> <i>By June 2026, Improve classroom relationships and behaviour through peer-led support, reducing low-level disruption and increasing learner engagement.</i> <i>Measured through Regulation Trackers and Dysregulation Analysis tool (DAT)</i> <i>By April 2026, at least 80% of children with SCERTS plans will demonstrate progress in one or more targeted areas of their plan, as evidenced by observation records, engagement data, and wellbeing tracking.</i>	Education Service Improvement Plan Priority 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.
Our Wellbeing and Belonging		
Progress and Impact	The Promise • Most staff have completed Levels 1 and 2 Promise training, with increased awareness of The Promise and its application in practice. • EA tracking tools and ASN overview are in place to support the identification and monitoring of Care Experienced children, ensuring improved consistency of support through clear oversight of needs and progress. Tracking systems monitor attainment, attendance and wellbeing, supporting targeted interventions. • Staff understanding has been strengthened through professional learning and lived experience input. • Pupil voice and family engagement have increased, supporting inclusion and participation for CE learners. • Evidence has been collated towards the Keeping the Promise Award, demonstrating progress in practice and outcomes. Relationships, Behaviour & Inclusion • This session there has been 2.6% record of dysregulation. There are 14 pupils in the mainstream with a dysregulation tracker (no P5 or P6 pupils have a tracker). Two P4 pupils account for a significant number of DATs.	

- Our Relationships and Behaviour Policy, underpinned by a clear staged intervention model, has been created this session by the Relationships & Behaviour Early Adopters group. It has been introduced to all teaching staff. The policy has provided staff with a shared understanding of expectations and a consistent framework for supporting children's behaviour, ensuring that all approaches are nurturing, inclusive and rights-based
- The development of clear guidance and support for Class Charters has strengthened their use as a consistent universal approach to promoting positive behaviour across the school. By providing a shared framework linked to children's rights and school values, Class Charters are now more embedded in daily practice, supporting children to understand expectations and take greater responsibility for their behaviour. Early adopter staff have played a key role through the creation and sharing of high-quality resources and examples of effective practice. These resources have built staff confidence, reduced workload and enabled a more consistent approach across stages.
- All early adopters reported that CLPL sessions with the Educational Psychologist were highly beneficial, leading to increased confidence in using the developed support materials. As a result, they are now more equipped to fulfil their role as peer supporters, contributing to more consistent and effective implementation across the school.
- Resources made including the 'behaviour backpack' which defines the universal supports that should be in place in all classrooms.
- The behaviour process has recently been introduced to staff, who have all been provided with a copy to support understanding and implementation. Initial feedback indicates that staff find the process clear, structured and helpful, supporting a shared understanding of approaches to behaviour. Staff are currently trialling the process in practice prior to the summer break, allowing time to build familiarity and confidence in its use. This phased approach aims to support consistent implementation, with the intention of embedding the process fully across the setting in the next session.
- Consultation with staff identified the need for consequences to be explicit and appropriate. Early adopters created clear guidance which all staff provided positive feedback on and felt more empowered to implement consequences with their pupils.
- Planned team teaching and peer support interventions were impacted by staff absence, limiting opportunities for collaborative practice and in-class support. As a result, the intended modelling and shared approaches were not implemented as consistently as planned.
- The planned afternoon nurture provision was successfully implemented to support 13 identified children, with a decrease in afternoon dysregulation observed and evidenced through children's trackers. This demonstrated a positive initial impact on pupils' emotional regulation and engagement. However, due to staff absence, the provision was unable to continue as intended and had to be withdrawn.
- A few pupils (predominantly in Primary 4) experienced high levels of dysregulation, which impacted their ability to engage consistently with learning and, at times, affected the wider class environment. A nurture class was piloted; however, staff absence limited its effectiveness. An identified group of pupils also attend outdoor learning provision at Dean Park to positively engage them in learning. The P4 pupils have all engaged positively in the outdoor sessions, the positive impact reflected in their RTs. This will remain a key priority for the next session.
- Supporting pupils with high levels of dysregulation continues to place emotional demands on staff.

Promoting Attendance

- Overall attendance in Session 2025/26 was 92.4%, compared to 93.5% in 2024/25. While the school did not achieve its 95% target, attendance was significantly impacted by a sustained period of illness, including a chicken pox outbreak and sickness-related absences, resulting in over 300 days of lost attendance.

- Despite this, targeted interventions, including attendance review meetings, family support, home-school communication and regular monitoring, resulted in positive outcomes for identified learners and families. Examples of individual attendance improvements ranged from 9% to 17% over the session.
- The school continues to see positive trends in attendance engagement:
- 76% of pupils (421) attended school 90% or more of the time.
- 17% of pupils (93) attended between 80–89%, representing the main cohort for targeted improvement.
- Unauthorised absence reduced to 2.1%, continuing a sustained downward trend.
- No exclusions were recorded during Session 2025/26.

GMWP

The use of the Glasgow Motivation and Wellbeing Profile (GMWP) is in place to support the monitoring of learner wellbeing; however, further work is required to ensure targets are consistently identified, data is analysed effectively, and this is clearly reflected within documentation to support planning, tracking and targeted interventions.

Strengths noted from GMWP.

Notable increases in positive responses.

- Strong relationships and friendships remain evident. “I have friends in this school” shows a clear improvement in high scores, alongside a reduction in lower responses.
- Improved recognition of learner strengths by staff. “Teachers tell me what I am good at” demonstrates a significant increase in high responses, indicating improved recognition and feedback.
- Pupils show positive attitudes towards learning and achievement. “I work hard in this school” and “I am proud of my work” also show modest improvements in high scores.

Some areas show a decline in high scores alongside increases in medium or low responses, including:

- “I like this school” suggests a small but notable reduction in overall satisfaction.
- “People can help me if I get upset” and “I feel safe in school” both show reductions in strong positive responses with increases in lower scores, highlighting potential concerns around emotional safety and support.
- “I can stand up for myself in school” shows the largest decrease in high responses with increases in both medium and low responses, indicating a significant drop in confidence and self-advocacy.

Indicators relating to safety and wellbeing show slight declines in high confidence levels:

- “I feel safe in school” and “I feel good about myself” both show reductions in high responses with increases in lower responses.

SCERTS

- One staff member attended the 3-day training course on SCERTS to become fully trained in the use of SCERTS assessments.

	• All ASLC staff have participated in introductory SCERTS training sessions in school with DHT. • All ASLC staff are now familiar with and can use SCERTS assessments to identify the partner stage of their pupils and to further identify areas of strengths and next steps for their pupils. • All staff have improved understanding of SCERTS and have been supported to complete assessments for identified pupils. • Through collaboration and peer support, staff have increased confidence using the assessment tools to create targets for pupils.
Next Steps	Relationships, Behaviour & Inclusion • Fully implement the staged behaviour response process. • Schedule regular RT/DAT meetings for staff members with SLT & educational psychologist so that interventions can be put in place quicker to reduce the risk of behaviour escalating further. Ensure educational psychologist observes pupils of concern earlier to identify supports. Initial meetings will help to identify what behaviour should be marked as on trackers to ensure they are accurately reflecting behaviour. Ensure staff know about new system 1-4 being introduced next session. • Peer supporters will use devised 'Excellent Behaviour Checklist' when supporting colleagues. Peer supporters will identify next steps and collaborate with class teachers to reduce low level disruptions. Class teachers will be able to request advice from a peer supporter through staged intervention plan. • Development of the 'Learning Lab' to create an inclusive learning environment where pupils at risk of becoming disengaged from learning can be supported and targeted interventions can be put in place. • Use of EYCP, EAST staff (0.6FTE teacher) & Inclusion teacher to create small, targeted support groups. • Ensure all staff use the Glasgow Motivation and Wellbeing Profile (GMWP) consistently to identify individual and group needs, with clear targets set, analysed and reviewed through tracking processes. This will lead to improved understanding of wellbeing data and more targeted, evidence-based interventions, resulting in increased engagement, improved regulation and positive wellbeing outcomes for learners. Attendance • Continue targeted attendance interventions to reduce the proportion of pupils attending between 80–89% and increase the proportion attending above 90%. • Develop targets through the new local authority 'My Plan' with children and families. Next Steps from GMWP results • Address the shift from strong to moderate responses across several areas. • Strengthen wellbeing, safety and emotional support systems. • Further develop learner voice, confidence and self-advocacy. • Build resilience, independence and emotional regulation skills. SCERTS next steps • All staff to use SCERTS assessments to create targets for pupils' ILPs to further improve social communication and emotional regulation. • Improve the use of transactional supports to improve communication in our ASLC.

	• Continue to make our ASLC communication friendly. • Increased use of digital technology to support learners' communication skills.		
Improvement Priority <i>(Expressed as outcomes for learners)</i>	Improvement Priority <i>(Expressed as outcomes for learners)</i> : Improve the quality of teaching and learning experiences in Literacy (Writing) to improve attainment in Writing. Involve children in recording their achievements with profiles. Improve children's attainment in writing at: P5: From 87% to 90% by June 2026. By June 2026, 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. Improve children's attainment in writing at: P1 (stretch aim: 85%) P2: From 83% to 88% • P3: From 83% to 86% • P4: From 78% to 83% • P6: From 71% to 72% • P7: From 72% to 76% by June 2026. By June 2026, 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 towards individual targets and national benchmarks in literacy and numeracy. Improve children's attainment in writing at: P1 (stretch aim: 85%) P2: From 83% to 88% • P3: From 83% to 86% • P4: From 78% to 83% • P6: From 71% to 72% • P7: From 72% to 76% by June 2026.	Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements We want the very best for all of our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels.	

	By June 2026, 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 towards individual targets and national benchmarks in literacy and numeracy. By June 2026, progress made by all learners will be evident and based on reliable assessment data.	
Our Attainment, Destinations and Achievements		
Progress and Impact	National Improving Writing Programme P5 • Professional Learning and Capacity Building: Participation in the CYPIC National Improving Writing (NIW) programme by all Primary 5 teachers and a member of the Senior Leadership Team strengthened staff understanding of improvement methodology and increased capacity to lead evidence-informed change. This built upon the previous year where P4 teachers were trained. Staff applied this learning consistently across the P5 stage, creating a shared approach to writing pedagogy and improving consistency in learners’ experiences. • Effective Implementation of the Writing Bundle: Staff successfully embedded the Writing Bundle, delivering focused writing sessions 3–4 times per week using clear learning intentions, success criteria, modelling and regular feedback. The use of class run charts and structured lesson routines supported consistency of practice and enabled both staff and pupils to monitor progress over time. Staff also used Pareto analysis to assess progress against the Tools for Writing benchmarks, ensuring teaching was targeted towards identified areas of need. • Improved Learner Engagement and Ownership: Staff and pupil feedback indicated that learners developed a stronger understanding of their writing targets and next steps through regular feedback and ongoing tracking of progress. Pupils demonstrated increased confidence and engagement in writing, with greater ownership of their learning and improved ability to articulate their strengths and areas for development. • Positive Impact on Attainment: The programme achieved its stretch aim of increasing writing attainment from 87% to 90% of Primary 5 pupils achieving expected Curriculum for Excellence levels by June 2026. In addition, 16% of pupils exceeded expected levels. Evidence from writing samples collected throughout the session demonstrated clear progression in the quality of pupils’ writing, highlighting the positive impact of the intervention on learner outcomes. • Sustainability and Leadership of Learning: Outcome posters were created for all three P5 classes, clearly outlining the improvement methodology, implementation process, impact data, conclusions and next steps. These will be shared across the school to support professional dialogue, build staff understanding of quality improvement approaches and facilitate the wider dissemination of effective writing practice. Writing Attainment	

- Improving writing attainment remained a key improvement priority throughout session 2025–26. Staff engaged in professional learning linked to National Improving Writing approaches, increased moderation activities and strengthened the explicit teaching of writing tools, alongside self and peer assessment strategies. Teachers regularly analysed attainment data and used this to identify next steps for individual learners and cohorts.
- Writing attainment improved across most stages, with targets exceeded in P5 (90% against 88%), P6 (81% against 72%) and P7 (77% against 76%). Whilst P2, P3 and P4 did not achieve their ambitious stretch targets, all maintained attainment at 81% (P2 and P3) and 78% (P4), providing a strong foundation for future improvement. P1 attainment reached 77%, below the stretch aim of 85%, indicating a continued need to strengthen early writing skills through play-based literacy experiences, targeted support and increased opportunities for oral language and independent writing.
- Cohort tracking demonstrates sustained improvement in writing attainment over time. The current P5 cohort increased from 84% in P1 to 90% in P5, maintaining consistently high attainment throughout the school. The current P6 cohort showed significant improvement, rising from 64% in P3 to 81% in P6, while the current P7 cohort improved from 68% in P4 to 77% in P7, exceeding the school's attainment target.
- These improvements suggest that the continued focus on high-quality writing instruction, moderation, feedback and learner engagement is having a positive impact over time. While some cohorts experienced fluctuations at different stages, the overall trend is upward, particularly within the upper school, where learners have benefited from exposure to National Improving Writing approaches and increased opportunities for self-assessment and feedback. The data also highlights the importance of continuing to strengthen attainment in the early years to ensure strong foundations for future progress.
- Pupil focus groups provide strong evidence of the impact of this work. Learners were able to discuss their writing targets confidently and explain how feedback, success criteria, VCOP strategies, WAGOLs (What A Good One Looks Like) and word banks support improvement. Pupils reported increased confidence in writing and could clearly identify their next steps, particularly in relation to vocabulary, connectives, sentence structure and paragraphing. Comments such as “The feedback motivates me because I always want to do better next time” and “The success criteria helps me start because it tells me how I will be successful” demonstrate increasing learner ownership and engagement in writing.
- Although attainment improved overall, progress in P4 was impacted by significant staffing challenges during the session, including extended teacher absence affecting two classes and the increasing complexity of need within a small number of learners requiring high levels of support. In P7, targeted intervention programmes were successfully established but could not be sustained throughout the year due to staffing pressures. Despite this, the stage exceeded its overall attainment target.
- Overall, there is clear evidence that National Improving Writing approaches have had a positive impact on learner engagement, confidence and attainment. Moving forward, a key priority will be to strengthen attainment in P1–P4, continue targeted support for identified learners and further embed consistent writing approaches across all stages to ensure continued improvement and reduced attainment gaps.

Listening and Talking

- Listening and Talking remains the highest-performing organiser in literacy across the school, with attainment ranging from 82% to 95%. Most cohorts maintain attainment levels above 85% throughout their school journey.
- However, analysis of attainment patterns suggests that Listening and Talking may require greater assessment rigour. While attainment is consistently high, moderation and assessment evidence are not yet as robust or consistent as in Reading, Writing and Numeracy. There is a need to strengthen assessment pathways, develop a shared understanding of standards and increase moderation opportunities to ensure teacher professional judgements are securely evidenced and consistent across stages.

Reading

- Reading was not a priority this session; however, attainment data suggests it should be a key focus moving forward. Reading attainment averaged 79%, ranging from 73% in P6 to 85% in P2 and P5. Analysis indicates that pupils who read more frequently made stronger progress, highlighting the importance of increasing reading opportunities in school and strengthening home reading.
- Parental feedback highlighted a desire for greater access to physical books. While Bug Club provides valuable engagement and tracking data, a more balanced approach using both digital and real books is required. The Parent Council supported this by successfully revitalising the Upper School Library, improving access to a wider range of texts.
- Reading buddies were used effectively during Term 4, increasing reading confidence and fluency, and should be extended next session. Whilst a range of interventions were in place, their impact was not always measured consistently. Future interventions should be evaluated through baseline and follow-up data to ensure they are improving outcomes for learners.
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Tracking, Monitoring and Assessment

- By June 2026, assessment practices had been strengthened across the school through the implementation of a revised assessment calendar, providing greater consistency in the timing and purpose of assessments across Early, First and Second Level. Assessment evidence is now stored centrally within assessment folders for all pupils, supporting a more consistent approach to tracking progress over time and informing professional judgement.
- Fact–Story–Action professional discussions are now embedded within tracking processes and have strengthened staff confidence in analysing data, identifying learners requiring support or challenge, and planning targeted interventions. Most staff can confidently discuss learner progress using assessment evidence and data and demonstrate that they know their learners well. More frequent ASN and tracking discussions with the Leadership Team have also helped ensure learner needs are identified and addressed in a timely manner.

	• Moderation opportunities at stage and level have improved professional dialogue around assessment and standards, supporting increased confidence in teacher judgement. However, consistency remains variable across the school. While many staff effectively use assessment evidence to support professional judgements, a minority require further support to ensure judgements are underpinned by robust and measurable evidence. In some classes, evidence used to support achievement of a level was not always clear. As a result, continued moderation and quality assurance of assessment evidence will be required, with individual PRD targets supporting this where appropriate. • Progress has also been made in strengthening ASN processes through professional learning focused on assessing learner needs and improving the quality of Child's Plans and ILPs. Staff reported increased understanding; however, further training is required to develop greater confidence in assessing needs, setting measurable targets and evaluating progress. There is also a need to streamline ASN paperwork and strengthen links between Child's Plans, ILPs, Fact–Story–Action discussions and tracking meetings to reduce bureaucracy and improve coherence across systems. • Staff identified the need to streamline ASN and tracking meetings further to reduce duplication and strengthen links between learner needs, interventions and the deployment of support staff. Greater transparency and consistency are required to ensure interventions are regularly reviewed and their impact on learner outcomes and closing the attainment gap is clearly evidenced. • Parental engagement in assessment has begun to develop through P1 and P2 'Come Learn With Me' sessions, which have provided opportunities for parents and carers to better understand learning and how they can support progress at home. While feedback has been positive, further opportunities are required to strengthen parental understanding of learner progress and next steps. • The next phase of development will focus on strengthening moderation, quality assuring assessment evidence, developing a whole-school assessment spreadsheet to support data analysis, establishing clear assessment expectations at the start of the school year, and providing professional learning for Classroom Assistants to strengthen their understanding of assessment, learner progress and targeted interventions. Assessment remains a key improvement priority to ensure evidence is used consistently and effectively to improve outcomes for all learners
Next Steps	• Professional learning in the CYPIC National Improving Writing programme will be provided to P3/P6 staff to up-skill staff on implementing the NIW programme within their classes/stages. • Strengthen early writing attainment through increased opportunities for oral language, play-based literacy and independent writing. • Embed National Improving Writing approaches consistently across key stages, with a particular focus on improving attainment in P1 and P2. • Strengthen moderation processes to ensure teacher judgements are supported by robust evidence and are consistent across the school.

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| | <ul style="list-style-type: none"> • Quality assure assessment evidence and fully implement the assessment calendar, with clear expectations established at the start of the session. • Develop a whole-school assessment spreadsheet to support tracking, analysis of attainment and identification of trends. • Streamline ASN and tracking processes, creating stronger links between Child's Plans, ILPs, Fact–Story–Action discussions and intervention planning while reducing bureaucracy. • Improve the evaluation of interventions and strengthen links between learner needs, support staff deployment and measurable outcomes. • Provide further professional learning for teachers and Classroom Assistants on assessment, target setting, ASN planning and evidencing progress. • Increase parental engagement through follow-up Come Learn With Me sessions and greater involvement in understanding learner progress and next steps. • Extend moderation opportunities to ensure consistent expectations and standards in writing across the school. • Strengthen staff understanding of improvement methodology and evidence-informed practice through ongoing professional learning. • Strengthen home reading approaches through clear expectations, increased parental engagement and a balanced approach to the use of Bug Club and high-quality physical books, responding to parental feedback and pupil needs. • Extend reading buddy programmes and targeted reading interventions across the school, building on the positive impact observed in Term 4 to increase reading fluency, confidence and engagement. • Implement robust tracking and evaluation of reading interventions, using baseline and follow-up assessment data to measure impact and ensure resources are targeted effectively. |
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Pupil Equity Fund: Evaluation		
Approach/Intervention	Impact Report on how you have improved outcomes for learners impacted by poverty	What evidence do you have of positive impact? Outline the data that supports your findings.
<i>Care Experienced (CE) Learners – targeted tracking and support.</i> <i>Staff trained in The Promise Interventions to support attendance and attainment</i>	Regular tracking of attainment, attendance and wellbeing enabled earlier identification of barriers and more timely interventions. Individual plans were developed and reviewed, ensuring support was tailored to learners' needs. Improved multi-agency working and closer monitoring strengthened support for vulnerable learners. Health and Wellbeing data and GMWP suggests that wellbeing remains a key factor influencing attainment for a number of learners. While most learners were on track at various points during the year, the increase in identified wellbeing needs at Tracking Point 3 reflects the growing complexity of need within this group and highlights the importance of continued nurture, regulation and wellbeing support alongside attainment interventions.	This is evidenced by the increase in pupils who were on track against their individual targets in Reading (25% to 50%), Writing (25% to 50%), Listening and Talking (50% to 63%) and Numeracy (50% to 63%). There was also a notable reduction in the number of pupils who were significantly behind in Reading and Writing, from 38% to 13%. However, when progress is measured against national expected levels, the picture is more mixed. While there was improvement in the proportion of pupils on track in Reading (25% to 38%), Writing (25% to 38%), Listening and Talking (50% to 63%) and Numeracy (50% to 63%), a significant proportion of learners continued to have gaps in learning or remained below national expectations by the end of the session. The proportion of learners on track dropped from 75% to 50% between TP2 and TP3, a decrease of 25 percentage points. Learners identified as having gaps in learning increased from 25% to 50%, doubling by TP3.
Digital technology and equitable access to learning resources – additional chromebooks, headphones, software	Continued access to 1:1 digital devices helped remove barriers to participation and increased learner engagement. Additional hardware, software and digital subscriptions were purchased to enhance learning and teaching across the school, including increasing access to digital technologies for learners in P1–P5. As a result, pupils demonstrated increased confidence in using digital platforms safely, confidently and effectively to support their learning.	Examples of highly effective digital learning were evident within P6 and P7, with learners confidently using a range of software and digital tools to enhance creativity, problem-solving and learning across the curriculum. Digital buddy systems were used effectively to develop leadership skills and support younger learners to build confidence in using technology. Most learners demonstrated confidence in accessing online learning platforms independently and using digital technology safely and effectively. Learning visits, pupil voice and staff observations evidenced increased learner engagement, independence and digital literacy skills.

		Increased access to digital devices and resources ensured that financial barriers did not prevent learners from participating fully in digital learning experiences.												
Early Learning and Childhood Practitioner (ELCP) Years Practitioner to assist Class 1 and support vulnerable pupils.	ELCP within the Additional Support for Learning Class (ASLC) has had a positive impact on pupil wellbeing and classroom continuity. The ELCP has provided consistent, nurturing support, helping to build strong, trusting relationships with children who require additional emotional and developmental support. Their presence has contributed to a calmer, more settled learning environment, which in turn supports regulation and engagement. Importantly, the ELCP has also helped mitigate the impact of staff absence by providing continuity of care and learning, reducing disruption for pupils and easing pressure on teaching staff. This role has proven valuable in promoting a more inclusive and supportive setting and highlights the importance of sustained staffing to meet the complex needs of learners.	Pupils on individual pathways were supported in relation to attainment and Health and Wellbeing. <table><tr><td>Pupils in ASLC class</td><td>Reading</td><td>Writing</td><td>L&T</td><td>Numeracy</td><td>H and W</td></tr><tr><td>On track</td><td>50%</td><td>50%</td><td>50%</td><td>83%</td><td>50%</td></tr></table> Positive parental surveys and feedback.	Pupils in ASLC class	Reading	Writing	L&T	Numeracy	H and W	On track	50%	50%	50%	83%	50%
Pupils in ASLC class	Reading	Writing	L&T	Numeracy	H and W									
On track	50%	50%	50%	83%	50%									
Supporting Families and our Community Home Link worker 1-2-1 & Small Group Wellbeing Check-Ins / Family Wellbeing	Home Link Worker has led 1-2-1/small group (3/4) sessions with 43 targeted children (August – May) as well as 6 Circle of Friends (twice weekly for 1 month) sessions. 1-2-1/small group sessions are focused on individual wellbeing, promoting safe and respectful relationships between young people/groups. Work is based on RespectMe lessons and initiatives, linked to UNICEF RRS articles, school values and restorative practice. Sessions are evaluated by the children, family and staff to measure impact and sessions are reduced when a positive, sustainable change is apparent. Intensive targeted support was provided to a few families experiencing financial hardship and the impact of trauma. Through home visits, regular	Parental surveys highlighted this as a strength of the school. The majority of parents and carers indicating the support, community events and after school clubs as a key strength. Pupil Council and focus groups responses were positive with almost all citing the wide range of fun activities. GMWP surveys indicated improvements for targeted children. Increased engagement with identified families through home visits and regular contact. Improved understanding of individual family circumstances, allowing support to be tailored effectively. Evidence from wellbeing, attendance and tracking data demonstrated improved engagement for identified learners. Families were connected to appropriate supports, helping to reduce barriers to participation and learning.												

	communication and partnership working, barriers to learning, attendance and engagement were identified and addressed. This enabled families to access appropriate support and ensured children received timely interventions to support their wellbeing and learning. Parents and carers were invited into school with 'Come Learn with me' sessions.	Staff reported stronger home-school relationships and increased parental engagement with support plans and interventions. HomeLink support - 43 pupils participated in targeted wellbeing groups, with an additional 9 pupils receiving ongoing individual support. Evaluations from pupils, families and staff demonstrated improved wellbeing, increased positive relationships, improved readiness to learn and increased attendance
Home Link Worker (Attendance and Family Engagement)	Targeted support was provided to families experiencing barriers to attendance through attendance review meetings, home visits, weekly communication, attendance audits and multi-agency partnership working. This improved engagement with families, strengthened home-school relationships and supported increased attendance for identified learners.	Overall attendance remained strong at 92.4% despite significant illness-related absence across the school. Unauthorised absences reduced to 2.1% , continuing a downward trend from 4% in 2021/22 . Targeted pupils demonstrated attendance improvements ranging from 9% to 17% , with several learners moving from below 80% attendance to above 90%. Examples include improvements from 79.9% to 96.28% (+16.68%) , 79.9% to 95.74% (+15.84%) and 79.4% to 90.16% (+10.76%) .
Professional learning and coaching for ASLC staff, including SCERTS implementation.	Resources purchased to enhance sensory needs, Ongoing professional learning, peer support and coaching strengthened staff confidence in meeting complex learner needs. SCERTS approaches became increasingly embedded within planning, classroom routines and support plans, supporting communication, emotional regulation and social interaction.	Learning visits, support plans and staff evaluations demonstrated increased consistency in the use of SCERTS strategies. Learners showed improved engagement, communication and independence across a range of contexts.
Additional resources and targeted intervention materials to support learners who were off track in Literacy, Numeracy and Health & Wellbeing• Funding used to	Additional resources reduced barriers to learning and increased equitable access to high-quality learning experiences. The purchase of reading books enhanced opportunities for reading for pleasure, comprehension and fluency, particularly for children with limited access to books at home. Numeracy resources supported targeted teaching and intervention. Play and sensory resources	All infant classes used physical reading books to develop comprehension and fluency, increasing choice, challenge and access to reading materials. Children who were unable to access online platforms were able to take books home regularly, helping to reduce barriers to reading. Resources purchased for the Playroom and Learning Lab supported children with regulation and wellbeing needs, increasing capacity to provide targeted support for pupils experiencing difficulties participating confidently in mainstream learning. Intervention records,

purchase physical reading books and numeracy resources. • Play and sensory resources purchased for the Playroom and Learning Lab.	enabled the development of nurturing environments that supported engagement, regulation and readiness to learn for vulnerable learners.	regulation trackers and staff observations evidenced improved engagement, participation and wellbeing for targeted learners over time. While staff identified a need for additional staffing to further enhance support, recruitment was not possible during the session.
Development of nurture and neurodiversity-informed approaches.	When in place targeted nurture support and increased focus on supporting neurodivergent learners strengthened inclusion and wellbeing. Learners were better able to regulate emotions, engage in learning and develop positive relationships.	Wellbeing data – regulation trackers, pupil voice and staff observations indicated improved engagement and reduced barriers to learning for targeted pupils. Individual support plans evidenced progress towards identified wellbeing outcomes.
STEM and IDL/PBL resource development.	Investment in STEM resources and the development of a dedicated STEM learning space increased opportunities for practical, engaging and skills-based learning. Learners impacted by poverty benefited from equitable access to high-quality resources and experiences which may otherwise be unavailable outside school.	Increased participation and engagement were observed during STEM learning activities. Learner voice indicated high levels of motivation and enjoyment. STEM resources are now in place to support the continued development of IDL/PBL approaches next session.
Financial Support for P7 Residential Trip	Funding removed financial barriers and ensured equity of access to the Lockerbie Manor residential experience. Participation supported confidence, independence, resilience and positive peer relationships, whilst promoting inclusion and wider achievement.	Six P7 pupils received financial support to attend Lockerbie Manor. As a result, all six pupils were able to participate fully in the residential experience, ensuring no learner missed out due to financial circumstances.

Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators	
Quality Indicator 1.3 Leadership of Change	4
Quality Indicator 2.3 Learning, Teaching and Assessment	4
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	4
Quality Indicator 3.2 Raising Attainment and Achievement	4

Establishment Capacity for Improvement
Leadership and Management: How good is our leadership and approach to improvement? Our school is now guided by a newly refreshed, co-created vision, values and aims—CARES (Community, Ambition, Respect, Equity, Safety)—developed in partnership with staff, pupils and parents. This process has strengthened collective ownership and ensured our values are relevant to our current context. These are evident in daily interactions, relationships and decision-making across the school, providing a clear foundation for improvement. Ongoing work will focus on embedding CARES consistently in practice and ensuring it continues to shape learning and teaching. Pupil participation remains a strong feature of the school. Learners are increasingly involved in shaping aspects of school life and contributing to improvement priorities through structured opportunities for pupil voice. Across a range of curricular and wider achievement activities, pupils demonstrate a growing sense of responsibility, leadership and connection to the school community. This reflects our continued commitment to children’s rights and is strengthened through maintaining our Gold Rights Respecting Schools Award and Clean Green Award which underpins our ethos and approach to inclusion, wellbeing and sustainability. Strong parental partnerships are a key strength of the school. An active and engaged Parent Council works collaboratively with pupil groups, including the Pupil Council and Rights Respecting Schools (RRS) group, to support school improvement and contribute to self-evaluation processes. This partnership has been particularly evident in the school’s ongoing evaluation for maintaining Gold Rights Respecting Schools status, where parents, staff and pupils have worked together to gather evidence, reflect on practice and identify next steps. This collaborative approach is strengthening shared ownership of improvement priorities and ensuring that the voices of all stakeholders are meaningfully represented. The Senior Leadership Team has continued to develop approaches to quality assurance, including structured learning observations, professional dialogue and pupil-led learning reviews. These approaches have supported increased reflection on practice and strengthened links between self-evaluation and improvement. However, as in previous sessions, the current financial climate, alongside increased staff absence and limited availability of cover, has impacted the school’s capacity to release staff and sustain planned improvement activity at the intended pace and consistency. This has required careful prioritisation of resources and a continued focus on maintaining core provision while progressing key improvement priorities. Looking ahead, a revised leadership structure is now in place, with new Depute Head Teachers, and Principal Teacher to be appointed for the ASLC. This provides an opportunity to further clarify roles and responsibilities, strengthening distributed leadership and ensuring greater consistency, capacity and impact across the school and ASLC Quality Assurance calendar will provide more protected time for professional dialogue, with Principal Teachers taking on more of a coaching, monitoring and supporting consistency across the school. This reflects a move towards a more strategic and sustainable model of quality assurance. Consultation processes with pupils, parents and staff continue to strengthen and are now a key feature of improvement planning and PEF decision-making. A combination of digital approaches and in-person engagement—such as community events and parents’ evenings—has enabled broader and more meaningful participation. As a result, stakeholders are increasingly influencing school priorities. The Senior Leadership Team continues to promote professional learning, innovation and practitioner enquiry. While staff engagement remains positive, there is recognition that processes such as PRD and FACE require further refinement to ensure greater consistency, depth and impact on classroom practice. All teaching staff have participated in the Leaders of Learning programme, supporting leadership at all levels and contributing to a culture of collaboration and shared responsibility for improvement.

Learning Provision: How good is the quality of care and education we offer?

Strong, nurturing relationships remain a key strength of the school, with a continued focus on supporting the wellbeing of both pupils and staff. In response to the challenges of supporting children affected by poverty, trauma and adversity, targeted staff wellbeing support has been developed in partnership with the Educational Psychologist. The role of the Home Link Practitioner continues to be instrumental in engaging families and providing both universal and targeted support.

The school maintains a strong focus on wellbeing, reflected in recognition as a PATHS model school and the ongoing use of tools such as Wellbeing Webs and the Glasgow Motivation and Wellbeing Profile.

Partnership working continues to be a strength of the school, supporting a more inclusive and responsive approach to meeting learners' needs. Established partnerships with the Neurodevelopmental Empowerment & Strategy Team (NEST) have been further developed, extending support for neurodivergent learners and their families. Additional partnerships, including Exchange Counselling, Ayrshire Cancer (supporting families impacted by cancer), Ayrshire 360 Play Therapy Service and the YMCA after-school provision, are enhancing wellbeing and providing targeted and universal support. The introduction of programmes such as Phunky Foods is also supporting health and wellbeing through a focus on nutrition and lifestyle.

These partnerships are contributing to improved support for children and families, particularly those experiencing trauma, emotional needs or wider life challenges. Feedback from targeted interventions, including parent workshops and therapeutic supports, is positive, demonstrating impact on wellbeing and engagement; however, attendance and uptake vary, and further work is required to ensure equitable access for all families.

Inclusive practice continues to develop, including more structured assessment processes within the Additional Support for Learning Centre. There is increasing awareness and application of trauma-informed approaches and strategies to support neurodivergent learners across the school. While this is strengthening practice, further work is required to ensure consistent, high-quality approaches are embedded across all stages and contexts.

Staff continue to engage in self-evaluation using HGIOS4, supported by collegiate dialogue and digital tools, including the Curriculum for Excellence Machine. This is contributing to a more consistent shared understanding of standards and expectations across the school.

Parental and pupil surveys are used effectively to gather views, measure impact and inform next steps. The Senior Leadership Team triangulates evidence from observations, pupil voice and data to inform improvement planning, strengthening the link between self-evaluation and identified priorities.

While approaches to self-evaluation are well established, further work is required to ensure this leads to consistently measurable improvements in outcomes. In particular, there is a need to create more protected time for staff to engage in meaningful analysis and shared discussion of data. Moving forward, there is a clear focus on embedding a more systematic 'plan, do, reflect and share' approach to support greater consistency, impact and accountability across all stages.

Successes and Achievements: How good are we at ensuring the best possible outcomes for all our learners?

The use of *Fact, Story and Action* is now well established and supports consistent tracking and monitoring of literacy, numeracy and health and wellbeing. Most staff are confident in using data to identify trends, plan next steps and respond to learners' needs. Regular tracking meetings with stage partners and the leadership team support a shared understanding of progress. However, there remains a need to strengthen the consistency and impact of targeted interventions to ensure all learners make sustained progress.

The use of the local authority tracking tool has supported improved monitoring of cohorts and key groups of learners. This has enabled clearer identification of attainment patterns and informed planning for next steps. However, implementation of planned interventions has been inconsistent due to staffing pressures, including supporting pupils with high levels of dysregulation. This has impacted the school's ability to fully deliver targeted supports.

Pupil leadership continues to be a key strength, with a wide range of groups offering meaningful opportunities for participation and responsibility across all stages. These include Rights Respecting Schools Ambassadors,

Pupil Council representatives, Eco-Reps, Digital Leaders, House Captains and a range of other roles which contribute to the life and work of the school.

This session, there has been a clear shift towards more purposeful and impactful participation, including the development of a pupil improvement plan and increased opportunities linked to skills for learning, life and work. Learners are taking on roles that develop leadership, responsibility and communication skills, including opportunities linked to the world of work. As a result, pupils demonstrate a strong and growing sense of ownership and engagement in school improvement. Their leadership is visible through meaningful contributions to initiatives such as the *Excellent Learning* videos and the school podcast, *Podthank*, where learners confidently share their views and experiences. While participation is well developed, the impact on learning and teaching is continuing to grow. Further work will focus on embedding pupil leadership more fully within the curriculum to ensure pupil voice has a clear and measurable influence on learning experiences and outcomes across the school.

Across the school, there is a shared aspiration for learners to succeed, and staff are committed to improving outcomes. While there is evidence of collaborative working and data-informed practice, the pace and consistency of improvement vary. Opportunities for staff to share effective practice exist but require further development to maximise impact across the school.

The school's strong commitment to a rights-based approach remains a key strength. Maintaining Gold Rights Respecting Schools status continues to reinforce a culture of inclusion, respect and equity. This underpins the school's work in ensuring that all learners feel valued, supported and empowered, and continues to contribute positively to learners' wellbeing, participation and overall outcomes.