


East Ayrshire Council Education Service

Establishment: Patna Primary School,
Supported Learning Centre & Early
Childhood Centre



Establishment
Improvement
Plan
2025-26

School Improvement Plan	Patna Primary School, Supported Learning Centre & Early Childhood Centre
Head Teacher	Claire McPhail
Date Submitted	Submitted to Chief Education Officer on : 26 th June 2025

School / Centre Vision and Values	<p><u>Our Vision:</u> RISE to the challenge, reach your potential.</p> <p><u>Our Values:</u></p> <p>Respect Inclusion Self-Belief Excellence</p> 
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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	√
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/	√
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/	√
Volunteers/ Community partners	√	Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff.	√
Head Teacher / Head of Centre Signature: <i>Claire McPhail</i>		An accessible summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	√

Pupil and parental strategic involvement

For session 2025-26, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre	For session 2025-26, please describe below how parents will be involved in decisions relating to the operation of the school/centre
<p>House Captains Monday Meet Ups and Evaluation of Pupil Friendly Improvement Plan. HT will meet House Captains and explore key questions and related activities. House Captains to gather views from all pupils through Houses at Assembly once a month. House Captains focus on Cost of the School Day.</p> <p>Pupil Leadership Groups – All children are members of a group which meet every fortnight to share ideas and to work on their action plans.</p> <p>Weekly whole school assemblies – pupil choice and sharing views/progress from pupil leadership groups. ECC pre school children to attend once per month.</p> <p>HMIE Pupil Questionnaire, GMWP & Reading Schools Questionnaires.</p> <p>Pupil tracking conversations and traffic light/evaluate lessons against The Excellent Lesson Recipe.</p> <p>Continue to reflect on Learner Participation Tool to highlight and create further opportunities for decision making</p> <p>ECC Rights Group which includes children & parents/carers</p>	<p>ASN – consultation with parent/carers ASN group & feedback from parent/carers NEST sessions.</p> <p>Learning Journals will continue to be used to share current pedagogy/learning targets and to promote parent/carers engagement.</p> <p>Parent/carers feedback section on school report.</p> <p>Parents/carers invited into the school termly with opportunity to feedback on the engagement event using GLOW forms.</p> <p>ECC Stay & Play sessions, Book Bug & PEEP Sessions – Parents/carers involved in choosing themes and when.</p> <p>GLOW Forms will be used to issue questionnaires and gather feedback.</p> <p>Information will be shared via School App & Parent Council FB Page, as appropriate.</p> <p>HT to attend Parent Council Meetings.</p> <p>Progress on priorities for improvement shared at Parent Council Meetings and via School App.</p> <p>"You said, We did" will be displayed in school and shared via the School App.</p> <p>Share impact of PEF at Parent Council Meetings and via School App.</p> <p>School Improvement Plan & PEF Consultation – Parent Council & May Parents' night.</p>

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: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • Growth • Wellbeing • Fairness • Sustainability Action areas <ol style="list-style-type: none"> 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:

Our Learners' needs will be met by an empowered staff team who have engaged in relevant CLPL to deliver a child-centred approach which supports the UNCRC.

Rationale

A child-centred approach is fully aligned with and supports the UNCRC. It adapts learning to the child's pace, interests and learning style. Play Pedagogy is an evidence-based approach that supports deep learning and development. It aligns with children's rights and creates engaging, inclusive and meaningful educational experiences. Self-Evaluation activity, at Establishment Level, using The 'Four Arenas of Participation' to understand when, where and how learners can have a say, highlighted gaps in Learning, Teaching and Assessment. A child-centred approach, promoting play and play pedagogy, will give learners an increased voice in decisions on how, what and where they learn. Self Evaluation and Quality Assurance has highlighted that Staff across the establishment have varied knowledge and skills in regards to play pedagogy and the UNCRC. With staffing changes and new staff being recruited, due to increased numbers of children, we require a sustainable model of change. The Play Pedagogy Award, developed by Play Scotland working closely with Education Scotland, offers a structured and supportive way to embed play pedagogy as a whole-establishment approach.

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism	Curriculum & assessment		Select driver
HGIOS4 QIs:	1.1	1.2	1.3	2.2	2.3	3.3
QF ELC:	3.1	3.2	4.1	1.3	4.3	1.1
ESIP key priorities:	Y Teaching & Learning			Y Our Wellbeing	Y Our attainment	
Outcomes for our learners	Our actions/Approaches/Interventions		PEF	Who	Measures	Review/milestones
<p>Learners at 1st & 2nd Level will experience further opportunities to lead their learning termly</p> <p>At all stages Learner motivation and engagement will increase from September 2025 to May 2026</p>	<p>Participation in The Play Pedagogy Award which includes personalised support & mentoring, opportunities to connect and share practice with other schools across Scotland, and resources to support professional learning and reflective dialogue. 1.1 1.3</p> <ul style="list-style-type: none"> Ensure at phase 1 of the improvement journey that School Values, vision, learners and community shape the way play pedagogy is embedded. Focus will be on the strands of Leadership, Pedagogy & Curriculum, 		√	<p>All staff</p> <p>Teacher Lead – EC & PEF Funded ELCP – AR</p> <p>QA & SE – HT/ Senior Lead</p>	<p>Increased engagement in learning evidenced using the Leuven scale.</p> <p>Increased Agency & Autonomy demonstrated in GMWP data.</p> <p>Play Pedagogy Award Tools - Observation & evaluation tools such as Learner Autonomy Spectrum, Environment Evaluations and Pupil Skills tools. 1.2</p>	<p>Self-Evaluation, PRD, Classroom/playroom Observations and pupil voice set within QA and SE Calendar.</p> <p>Tracking periods - Tracking and monitoring data.</p> <p>Ongoing review of progress embedded within collegiate calendar.</p>

	<p>Learning Environment, Community & Professional Learning.</p> <p>Plan – whole-school self evaluation, map existing strengths and identify next steps across the five strands.</p> <p>Play – plan into action, embedding play pedagogy and gathering evidence of change, impact & voice. 1.4</p> <p>Through effective use of GTCS coaching wheels & SSSC Standards ensure all staff have appropriate PRD/FACEtime targets identified.</p>			<p>Four Arenas of Participation self evaluation tool highlights increased pupil voice.</p> <p>Quality Assurance processes - Observations of classroom /playroom practice, tracking conversations and collegiate self-evaluation activity, pupil and parent voice.</p> <p>PRD/FACEtime targets and review</p>	<p>Feedback/actions from Local Authority QA Visits.</p>
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Teaching and Learning Together: Improvement priority:

Our Learners will experience a curriculum which is creative, innovative and inspiring, reflecting the needs of our learners and the Community.

Rationale

Project-Based Learning (PBL) is an evidence-based approach, allowing learners to explore curriculum content through real-world contexts and cross curricular connections, leading to deeper understanding and better knowledge retention. It encourages inquiry and curiosity, which increase motivation and engagement. Leuven Scales, classroom observations and GMWP data have highlighted more learners who require support to remain motivated and engaged. This is particularly evident at P3 where learners have experienced a Play Pedagogy approach previously. Pedagogical approaches at Patna should be consistent and progressive. Project Based Learning will build on Play Pedagogy approaches.

Project based approaches naturally integrate the development of crucial competencies which prepare learners for life beyond the classroom and changing workforce needs. Staff and children have explored meta-skills with some staff planning for and tracking meta-skills effectively. A whole School approach to Project-Based Learning will ensure consistency of approaches to meta-skills development.

Project-Based Learning creates space for differentiation and pupil voice, supporting inclusion by valuing diverse strengths and offering multiple ways to demonstrate understanding and success. The needs of our learners are changing, we have an increased number of children presenting as neurodivergent and with communication needs. Late coming/attendance data highlights a gap for learners with ASN and those without.

Adopting a Project-Based Learning approach promotes reflective, collaborative and innovative teaching practice. It fosters a culture of continuous improvement and shared learning among staff.

NIF key drivers:	Curriculum & assessment		Teacher & practitioner professionalism		School & ELC improvement		Parent/carers involvement & engagement	
HGIOS4 QIs:	2.2	2.3	1.2		3.3	Select QI	Select QI	
QF ELC:	1.1	1.3	3.2		3.1	4.1	Select QI	
ESIP key priorities:	Y Our Leadership				Y Our Wellbeing		Y Our attainment	
Outcomes for our learners		Our actions/Approaches/Interventions		PEF	Who	Measures		Review/milestones
P6 cohort attendance will improve from 87.5% (P5 year) to at least 92% by June 2026		Develop staff understanding of approaches to PBL through professional reading and staff CLPL from QIO		√	All Teaching Staff	PRD/FACEtime targets and review. Increased attendance for targeted learners in targeted stages.		Self-Evaluation, PRD, Classroom/playroom Observations and pupil voice set within QA and SE Calendar.
P7 cohort attendance will improve from 84.6% (P6 year) to at least 90% by June 2026		Engage with national and local CLPL opportunities in relation to the Curriculum Improvement Cycle and Curriculum Innovation. 2.3			Acting PT (PEF)	Increased engagement in learning evidenced using the Leuven scale.		
					Teacher			

			Lead – ER (SLC) SC (ECC)		
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Our Wellbeing and Belonging: Improvement priority:
Our Learners, regardless of their background or needs, are fully included.

Rationale – EAC Revised Policy Relationships & Behaviour – a Framework for Practice and local authority inclusion data highlights a need to 1. Reduce low level disruption and engagement in learning. 2 Reduce the frequency and intensity of children presenting as significantly dysregulated when learning. 3. Further improve the inclusion of the groups of children most likely to not be present, participating, supported and achieving. This will likely result in a focus upon, but not exclusively, learners with social, emotional and/or behavioural needs and learners with neurodevelopmental needs, including Autism and ADHD. 4. Increase the emotional and physical safety of all. With the needs of our learners changing we need to ensure universal approaches to inclusion are consistent across the establishment, with targeted approaches impactful, increasing attendance and meaningful participation.

NIF key drivers:	Parent/carer involvement & engagement		Performance information		School & ELC improvement		Select driver
HGIOS4 QIs:	2.1	3.1	2.4		2.5	2.7	Select QI
QF ELC:	1.1	1.3	1.4		2.1	2.2	Select QI
ESIP key priorities:	N Our Leadership		Y Teaching & Learning		Y Our attainment		
Outcomes for our learners	Our actions/Approaches/Interventions			PEF	Who	Measures	Review/milestones
Learners logged as having ASN, overall attendance will improve from 87.4% to at least 90% by June 2026	CLPL and professional reading on updated Relationships Framework, in particular the four key pillars of inclusion for new staff, with a focus on 'present' and 'participating' this session. 3.1 3.6			√	DHT	Increased attendance for targeted learners in targeted stages.	Self-Evaluation, PRD, Classroom/playroom Observations and pupil voice set within QA and SE Calendar.
Learners with attendance between 80-85% will increase to at least 85-90% by June 2026	Review and update Establishment wellbeing policy to include professional learning from session 24/25 on 'achieving', 'supported' and CLPL from NEST 3.5				PEF Funded Acting PT	Increased engagement in learning evidenced using the Leuven scale. Increased Agency & Autonomy demonstrated in GMWP data.	Tracking periods - Tracking and monitoring data.

Our Attainment, Destinations and Achievements: Improvement priority:

Our Learners' attainment in Numeracy will improve with a focus on progressive approaches to vocabulary & further developed assessment approaches.

Rationale –

The recent national thematic inspection report: *Enhancing the quality of mathematics education in Scotland* provided key messages in relation to what is working well and what needs to improve in the learning and teaching of mathematics in Scotland.

While significant strengths were highlighted, sector specific key areas for improvement were identified within the report. Key statements on what needs to improve included: *Some teachers use inaccurate mathematical vocabulary and terminology during lessons and on wall displays, which can hinder children's understanding. It is crucial for teachers and support staff to discuss and develop their own understanding to model mathematics accurately when supporting children. There are highly effective examples of staff developing and planning for a school-wide progressive approach to subject-specific vocabulary. However, this is not yet common practice. Currently, teachers' planning for mathematics focuses heavily on children's knowledge and understanding of concepts, with less consideration given to developing mathematical skills. Teachers make regular use of CfE experiences and outcomes and of the national benchmarks when planning learning and assessment. However, most staff are not yet considering how to support children to demonstrate, link and apply the key 'numeracy and mathematical skills' embedded in the experiences and outcomes and outlined explicitly at the start of the national benchmarks. To better support children to develop these important skills, teachers need to plan how these skills will be practised through learning experiences, questioning and assessments.*

Through engagement in the SWEIC Sharing Pedagogies to Enhance Mathematical Practice programme, the Doon Education Group Numeracy Leads have highlighted the need to develop precise technical vocabulary relating to mathematical knowledge (conceptual and procedural). Developing mathematical talk through the types of tasks, questioning and interactions we provide is key to supporting the development and, crucially, the understanding of technical mathematical words. Embedding the consistent use of technical vocabulary across CfE levels will assist learners in developing their conceptual and procedural mathematical knowledge and understanding while developing skills. Our numeracy attainment data at P1, P4 & P7 over time highlights a decrease from P1 to P4 then an increase at P7. A focus on a school-wide progressive approach and review of assessment of numeracy at first and second level is required.

NIF key drivers:	Curriculum & assessment		Performance information		Teacher & practitioner professionalism		Select driver
HGIOS4 QIs:	3.2	1.2	2.2		2.3	Select QI	Select QI
QF ELC:	3.2	4.1	1.3		1.4	Select QI	Select QI
ESIP key priorities:	Y Our Leadership		Y Teaching & Learning		N Our Wellbeing		
Outcomes for our learners	Our actions/Approaches/Interventions			PEF	Who	Measures	Review/milestones
Numeracy attainment	Develop Talk and Vocabulary within Mathematical Learning Experiences by participating in a programme of teacher				Numeracy Lead – CN	AiFL approaches demonstrate on-going assessment and provide feedback to learners.	Self-Evaluation, PRD, Classroom/playroom Observations and pupil

<ul style="list-style-type: none"> • Increase P4 cohort on track from 79% to at least 86% • Increase P5 cohort on track from 85% to at least 90% • Increase P6 cohort on track from 64% to at least 79% • Increase P7 from 75% to at least 88% <p>by June 2026</p> <p>Improve engagement and confidence of learners within numeracy and mathematics experiences.</p>	<p>professional learning and collaborative opportunities across the Doon Education Group Numeracy Leads Network. 9 x CLPL and collaboration twilight sessions 4.1</p> <p>Develop a shared understanding of our assessment model within numeracy and mathematics to inform robust teacher judgements. 4.2 Assessment in Numeracy and Mathematics Paper Embedding Assessment PowerPoint</p> <p>CLPL for new Pupil Support Assistants on Raising Attainment in Numeracy Approaches and Numeracy Intervention. 4.4</p> <p><u>SLC/ECC</u></p> <p>Collaboration between SLC, ECC & P1 teacher at Early Level to improve staff confidence at the planning stage. PLTA sessions to ensure developmentally appropriate experiences and progression at Early Level.</p>	√	QIO Numeracy - RM	<p>Learners ability to talk about their progress / next steps . Assessment Data and Evidence</p> <p>Analysis of data in tracking tool</p> <p>Pre & post numeracy intervention data</p> <p>Assessment data & evidence</p> <p>Analysis of data in Learning Journals</p>	<p>voice set within QA and SE Calendar.</p> <p>ACEL/progress and achievement tracking and monitoring data.</p> <p>Ongoing review of progress embedded within PL network & collegiate time.</p> <p>Ongoing review of progress during 1:1s at T&M periods.</p>
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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						P1						P1					
P2						P2						P2					
P3						P3						P3					
P4						P4						P4					
P5						P5						P5					
P6						P6						P6					
P7						P7						P7					

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								P1								P1								P1							
P2								P2								P2								P2							
P3								P3								P3								P3							
P4								P4								P4								P4							
P5								P5								P5								P5							
P6								P6								P6								P6							
P7								P7								P7								P7							

Summary of Improvement Plan directly linking to Education Service Improvement Plan: Patna PS, SLC & ECC

Our Leadership	Teaching and Learning Together
<p>Priority: Our Learners' needs will be met by an empowered staff team who have engaged in relevant CLPL to deliver a child-centred approach which supports the UNCRC.</p> <p>We will: Participate in The Play Pedagogy Award which includes personalised support & mentoring, opportunities to connect and share practice with other settings across Scotland, and resources to support professional learning and reflective dialogue.</p> <p>Outcomes: Increased motivation, engagement and learners leading their learning.</p>	<p>Priority: Our Learners will experience a curriculum which is creative, innovative and inspiring, reflecting the needs of our learners and the Community.</p> <p>We will: Develop staff understanding and approaches to Project-Based Learning. Introduce and adapt PBL planners which include both knowledge and skills development. Involve parents/carers through curriculum Open Afternoon and the use of Learning Journals.</p> <p>Outcomes: Improved attendance, increased motivation, engagement and skills development.</p>
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
<p>Priority: Our Learners, regardless of their background or needs, are fully included.</p> <p>We will: Engage in relevant CLPL, review and update our Wellbeing Policy. Further embed actions to support implementation of The Promise. Participate in RRS Gold Award. Use tracking information and assessment to inform planning, learning and teaching and additional supports effectively. Increase opportunities for participation through communication approaches.</p> <p>Outcomes: Improved attendance & engagement, identification and impact of wellbeing supports.</p>	<p>Priority: Our Learners' attainment in Numeracy will improve with a focus on progressive approaches to vocabulary & further developed assessment approaches.</p> <p>We will: Develop Talk and Vocabulary within Mathematical Learning Experiences. Develop a shared understanding of our assessment model within numeracy and mathematics to inform robust teacher judgements. Provide CLPL for Pupil Support Assistants.</p> <p>Outcomes: Increase numeracy attainment and confidence of learners in numeracy & maths.</p>