

Patna Primary School,
Supported Learning Centre
&
Early Childhood Centre



Establishment Context

Patna Primary School, Supported Learning & Early Childhood Centre share a Campus with St. Xavier's Primary School and are located in the Doon Valley, East Ayrshire. Patna is a small rural village and a former coalmining community. Many parents/carers have gained employment in the local Care Centres, the main employers in the local area. There are limited facilities in Patna. The Campus, which includes a Community Centre, and nearby Health Centre are the main community facilities. Following roof works, the School Hall opened up to the Community again last session, with local Community Groups using it for more Community Events and a Karate Club in the evenings. This session there has been an increase in the number of Community Groups in Patna with a Parent/Carer Playgroup formed. A Community Development Officer was also appointed. The Community Larder Group have an application underway for the asset transfer of the former library and gym which is joined onto the School building. Plans include youth provision, service drop ins and training opportunities.

Patna Primary is a non-denominational school. The Campus was opened in August 2012 and is bright and modern with a spacious playground. This session we operated a 5 class structure with 3 Supported Learning Centre Classes. This session we developed the SLC outdoor area and a new classroom environment. Our Early Childhood Centre is a large playroom with a high quality outdoor area. We invested in both the ECC and SLC environments this session purchasing new furniture, sensory and regulating resources.

Our roll for session 2024-25 was 104 pupils in the Primary School and 23 pupils in the SLC. 98% of pupils in the primary school reside in SIMD 1 & 2. Almost all children live in Patna. We have a small number of children who reside on farms in the catchment area and a small number of placing requests from the nearby villages. 33% of pupils are in receipt of free school meals. 22% of pupils were logged as having additional support needs. Next session we have 109 pupils enrolled in the Primary School and 4 new P1 pupils joining the SLC, 3 of these pupils have complex needs.

Our Early Childhood Centre provided 1140 hours childcare for 42 children aged from two years to not yet of an age to attend Primary school. Of those 42 no more than 5 are ages 2 to under 3. A room within the Campus was developed this session as we expand to offer 15 full time places for entitled 2 year olds. Care Inspectorate have approved space for 59 children in total.

The Leadership Team consists of a Head Teacher, Depute Head Teacher and an Early Childhood Centre Senior Lead Practitioner. We also have been allocated an Equity and Excellence Lead for the Early Childhood Centre. Our Equity & Excellence Lead has been carrying out the Senior Lead remit since April with plans to recruit and fill the vacant position at the beginning of next session. Staffing in the Primary School has been consistent with permanent staff in place and a probationer teacher who gained full registration. Due to increased numbers of children in our Early Childhood Centre and Supported Learning Centre, staffing increased temporarily. These posts have been approved permanently for next

session with approval for 4 permanent ELCPs and 2 permanent ELCSAs in the ECC. 2 permanent teachers have been allocated to our SLC in addition to 4 new Pupil Support Assistants posts. Inclusion Funding allocated to the School was used to release the DHT from a class commitment of 0.4 and an additional Pupil Support Assistant was allocated to the SLC. A Home Link Worker was allocated to the School 2 days a week from SEF.

Following an unannounced visit from Care Inspectorate on 27th March 2024, the ECC (Early Childhood Centre) was graded good for our setting and leadership and very good for care, play and learning and staff team.

The key messages within the report are

- Children were happy, secure and had formed positive relationships with staff and management.
- Personal plans documented key information about children's health, welfare, and safety needs and were being monitored by management and staff on a regular basis.
- Staff and management have worked hard in developing the outdoors areas of the nursery.
- Quality assurance processes had been developed to support continuous improvement.
- There was a positive staff ethos and staff worked well together through effective communication and supporting each other through respectful interactions.

On 8th & 9th May 2024 we received an Education Visit from the Local Authority. This was over 2 days and the following feedback was received.

Overall Strengths

- The relationships throughout the school are strong, respectful and caring.
- Whole school nurture is fully embedded and evident throughout the school.
- The Head Teacher knows the school and is clear on its progression. It was also acknowledged that she is a strong support for the whole school and local community.
- The staff work well as a team for the betterment of the pupils in their care and are well led and supported by their Head Teacher.
- School procedures, including Quality Assurance, are rigorous, clear and impact on progression of the school and the quality of learning and teaching.

Overall Feedback

- The Head Teacher is motivated to give the pupils the best education possible and is clearly committed to the school within the wider community.
- The Head Teacher is fully aware of the challenges within the local community and strives to support children and families in a range of ways.
- The Head Teacher works with the whole school community for continual sustainable progress and development.

- The school engages with the local community in various projects and initiatives.
- From the presentation and discussions with the Head Teacher during the visit there is a clear understanding regarding where the school is on their journey.
- Attractive building that is welcoming and shows the current developments of the school, the community and the children.
- The school environment is warm, welcoming and displays show the work the school is engaging in, including RRS and Reading Schools.
- Polite and well-mannered children who add to the positive ethos of the school.
- Classroom Assistants are valued throughout the school and are very effective in assisting learning.
- Positive relationships between pupils and staff are evident in and out of class.
- Teaching staff are creating a welcoming, positive ethos within their classrooms.
- Digital technology is used consistently throughout the school for teaching and supporting lessons.
- Classroom displays are beginning to showcase current learning journeys and link to school values.
- Most lessons and activities were engaging and appropriately pitched.
- Pupils appeared keen to engage in their learning.
- The staff praised consistent leadership and direction as a strength within the school.
- The staff appreciated the support of the Head Teacher and feel part of a whole school team.
- Staff commented on the positive relationships and are keen to engage with parents and carers.
- Staff praised effective communication through Teams and are beginning to engage with parents/carers through Learning Journals.
- Children are happy and feel safe within the school.
- Pupils are happy and content with the school and were confidently able to discuss aspects of the school they enjoy.
- Some pupils were able to talk about the levels they were working at.
- The school community has created a safe and nurturing environment in which children learn.
- Good communication from the school, including from class teachers, was praised by parents.
- Parents acknowledged that the school is keen to work in partnership with parents and carers.
- Parents praised the SLT team for the interventions and supports they offer children and their families when required.
- Parents were very happy with the current leadership and direction of the school.

Areas for Consideration

The areas for consideration build on evidence observed during the visit. There is no implication that the areas for consideration are not already being considered or actioned but may benefit from being strengthened or consistent across the school.

- Are there clear and consistent expectations for classroom displays, including a balance between pupils' work and learning aids?
- How are you continuing to develop differentiation to meet the needs of all learners?
- How are you going to embed pedagogical approaches and AiFL strategies consistently throughout the school?
- How will you ensure that children's needs are met through planned experiences and activities which provide appropriate pace and challenge in all classes?
- Are there plans to review the current assessment cycle across the school?
- In line with plans for continuing moderation, what plans are there for professional development on teacher judgements?

Required Actions

- The school has made significant steps in policy development and the next step should be to reflect this work in an up to date Curriculum Rationale.
- The Head Teacher will continue to further develop leadership roles and responsibilities for staff consistently across the school to maximise improvement.
- The Head Teacher and SLT will continue to further develop their strategic remits, their curriculum rationale, leadership roles and responsibilities across the school and SLC to maximise ongoing improvements.

Successes and Achievements from 24/25

- Following an Author Residence Award, our P6/7 class worked with an Author to develop a comic all about Patna's history.
- In March 2025 our P4-7 pupils performed as a stringed orchestra at the Ayrshire Music Festival. Our P6/7 group competed and received outstanding feedback
- In March 2025 we were awarded Gold Reading Schools
- In March our Choir joined Bellsbank and Dalmellington Primary to sing while Dalmellington Band and the Ayrshire Fiddle Orchestra performed at Dalmellington Community Centre.
- In May a group of our P4-7 pupils participated in Dance Fest at The Gaiety Theatre.
- In May, we gained the Expert Environmentalist Award from the Clean Green Team.
- In June at EAC Clean Green Award Ceremony we were awarded Silver.
- This session our ECC were awarded a grant to purchase sensory resources
- From fundraising we were able to fully fund a Residential Trip to Inverclyde for all of our P7 pupils.
- In addition to the P7 Residential we reduced the Cost of The School day whilst providing our Pupils with valuable experiences. A partner donated

£1000 which heavily subsidised a whole school trip to the pantomime. We were able to take the P1-7s to Glasgow Science Centre with no cost to parents/carers by accessing their transport grant and learning programme which included a free trip.

- A grant application was approved which included a trip to Pirate Pete's for our Pre school children and to Kidz Play for our SLC classes. Swimming lessons for all children in the Primary School were also included which will take place next session.

Our improvement priorities demonstrate our commitment to raise attainment and ensure every child reaches their potential, regardless of social circumstances or additional needs.

Priorities for session 2025/26

Priority 1

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.

Priority 2

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

Priority 3

Our Learners, regardless of their background or needs, are fully included.

Priority 4

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

Establishment Vision, Values and Aims

Our Vision

RISE to the challenge, reach your potential.

Values

Respect

Inclusion

Self-Belief

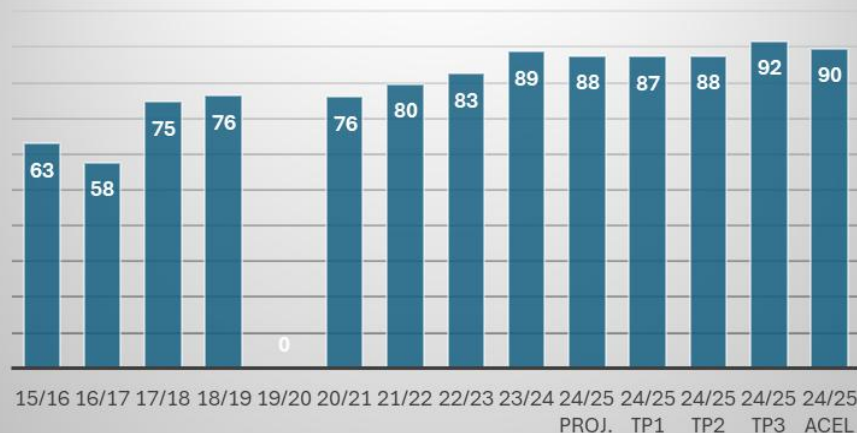
Excellence

Aims

- To provide engaging and motivating learning experiences which challenge our learners.
- To take pride in our school and community.
- To build positive and respectful relationships with parents/carers and partners to help our learners reach their potential.

<p>Improvement Priority</p>	<p>Education Service Improvement Plan 1: Our Leadership</p> <p>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.</p> <p>Improvement Priority 2</p> <p>Links to ESIP Ref 1.1 & 1.2</p> <p>Improvement Priority 3</p> <p>Links to ESIP Ref 1.3 & 1.4</p> <p>UNCRC – Article 12 Respect for the Views of the Child & Article 29 Goals of Education</p>	<p>Priority 2</p> <p>To raise attainment in Numeracy by further developing pedagogical approaches, targeting those not on track and narrowing the attainment gap.</p> <p><i>Education Group Priority - Numeracy</i></p> <p>Priority 3</p> <p>Our Curriculum Framework is inclusive, reflects our unique context and enables learners to develop skills for learning, life and work.</p> <p><i>Education Group Priority – Transition/STEAM</i></p>
<p>Our Leadership</p>		
<p>Progress and Impact</p>	<p>According to the Benchmark tool, Patna Primary School is currently exceeding virtual comparators in numeracy attainment. This was as a result of the actions below.</p>	

P1/4/7 Numeracy ACEL



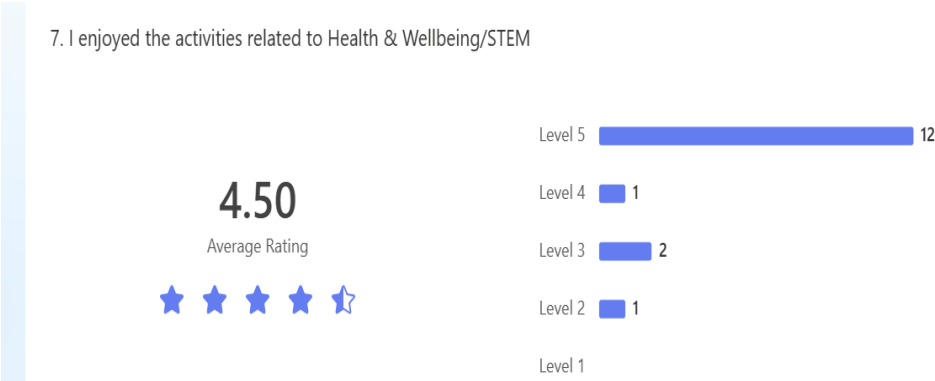
The data shows a clear upward trend in numeracy attainment over time, increasing from 63% in 2015/16 to 90% in 2024/25. Termly tracking for 2024/25 (TP1 = 88%, TP2 = 87%, TP3 = 92%) shows stable and improving in-year performance, leading to a strong ACEL figure of 90%.

EAC Numeracy Stretch Aim – P1,4,7 combined

Overall	SIMD1	Patna PS
82.9 - 85.9	76.7 - 80.4	90

This session we continued with robust tracking & monitoring meetings for all stages. Moderation Activity with Doon Education Group for all teachers involved all stages of the Moderation Cycle over 2 sessions. Feedback was that the dialogue on T&L approaches and AIFL strategies was valued. The impact was increased confidence in teacher judgements in numeracy. A looking outwards visit took place to Kelloholm Primary School, a comparator school, the impact was increased professional dialogue on assessment approaches. Our P7 teacher, who is numeracy lead, participated in SWEIC Sharing Pedagogies to Enhance Mathematical Practice Teacher Learning Community Meetings. This involved professional reading and tasks between meetings in addition to collaborative meetings at Education Group Level. Learning was shared with the wider team

and the impact was increased teacher professionalism and collaboration. The outcome on learners is evident from the increased attainment levels at TP3. Formative assessment approaches in Numeracy continue to be embedded and are evident in Quality Assurance activity. There was increased collaboration between P1 and the Supported Learning Centre with a focus on early level pedagogy and progression. Teachers in the Supported Learning Centre are now planning for and delivering higher quality numeracy experiences which are evident through formal and informal Quality Assurance. All staff are aware of and access EAC suite of professional learning available to enhance practice. Class teachers implemented the use of meta-skills progression grids, developed by a Working Party last session. The impact was increased skills development for learners as teachers used these at the planning stages. All teachers attended a CLPL session at Doon Academy with other teachers from the Education Group, selecting areas of STEM/Digital they were keen to progress. More STEM/Digital learning activities were evident in classroom practice during informal and formal Quality Assurance activity. Feedback from teachers was increased confidence and learners displayed increased engagement, demonstrated on Leuven Scales. A teacher from the Supported Learning Centre attended an ASN Digital Conference in Edinburgh, sharing new learning with staff and implementing new tools to increase pupil voice and curriculum accessibility. Parents/carers joined us for a Curriculum Open Afternoon where we showcased items from EAC learning library and involved partners to deliver inputs as parents/carers and children moved around a variety of learning activities in the School. Feedback below.



9. Any other feedback....

3 Responses

ID ↑	Name	Responses
1	anonymous	Really enjoyed seeing the kids learning
2	anonymous	Good variety and length of activities and the kids were very enthusiastic
3	anonymous	Great activities, we all really enjoyed it.

Next Steps

- Further enhance depth of learning in literacy and numeracy, particularly for higher-attaining pupils
- Continue to refine formative assessment strategies and moderation activities.
- Use self-evaluation to ensure consistency and rigour in digital and numeracy pedagogy.
- Monitor and measure impact of interventions on equity and inclusion.
- Strengthen learner voice in planning and evaluating learning experiences.

ECC

Most staff accessed in service training on the use of promethean boards, Chromebook and iPad. All staff have access to their own iPad to record children's learning on their journals and to engage with families through journals. This has increased staff confidence and now staff are utilising the Polyino app for sharing stories, both on iPad and promethean board, at small and large group times. Children are using the iPad with support to bring depth and relevance to their learning. An example of this was during walk to school week where the children were supported to follow a route throughout Patna and share their experiences through learning journals. Children have also used iPads to find their homes through google maps. All children have the opportunity weekly to share their learning journal profile within the ECC, building confidence and self-esteem.

	<p>Families have engaged well over the session and have shared several home link tasks digitally. These included our Rights Journey and the Right to a Name. Families shared the meaning of their children's names and the reasons for naming their child.</p> <p>The Digital champion carried out a forms questionnaire at the beginning of the session with all families, over the learning journals app, to gauge and provoke thought on the use of digital technology in society. This information has not been followed on later in the year. It is hoped that the digital champion will lead on lower screen time practices, in conjunction with E&EL and Communication Champion next session. The digital champion and all staff visited another centre of excellence for digital learning and observed the whole environment. An additional targeted visit, with a focus on digital would be beneficial.</p> <p>Some staff are confident to use forms and have used for several purposes over the year however this is an area to be taken forward to empower all staff. Some staff have used Sway and shared these with families over the learning journals. An example of this is our Woodland Wednesday initiative, where children visit the local woodland to experience outdoor play and learning in the natural environment.</p> <p>Equity and Excellence Lead attended information session to receive updates/changes to the monitoring and tracking frameworks on 17th June 2025. Information will be shared effectively with staff team, following the update.</p> <p>Monthly staff support and supervision meetings were not consistent across the year, however, all staff who required support in any aspect of practice did have regular contact with the leadership team. Needs at meetings were recorded and supported and most staff had a degree of quality CLPL across the session. This included Learning through Landscapes session following successful grant application, Teacher Access programme support for environment and planning and quality improvement project on supporting children's wellbeing with ASN. Other training provided through Learning through Landscapes supported Literacy, Numeracy and Health and Wellbeing outdoors, increasing some staff confidence in providing, in particular, experiences in Numeracy.</p> <p><u>Next steps</u></p> <ul style="list-style-type: none"> • To visit Catrine ECC, with a focus on digital learning. • To continue to explore digital technology within the context of children's learning. • To empower all staff with confidence to utilise Forms and Sway for improvement and quality assurance purposes. • To have a robust programme of staff support and supervision with SMART targets identified.
Next Steps (SIP 25/26)	<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.</p>

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| | <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, Learning Environment, Community & Professional Learning. |
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Plan – whole-school self evaluation, map existing strengths and identify next steps across the five strands.

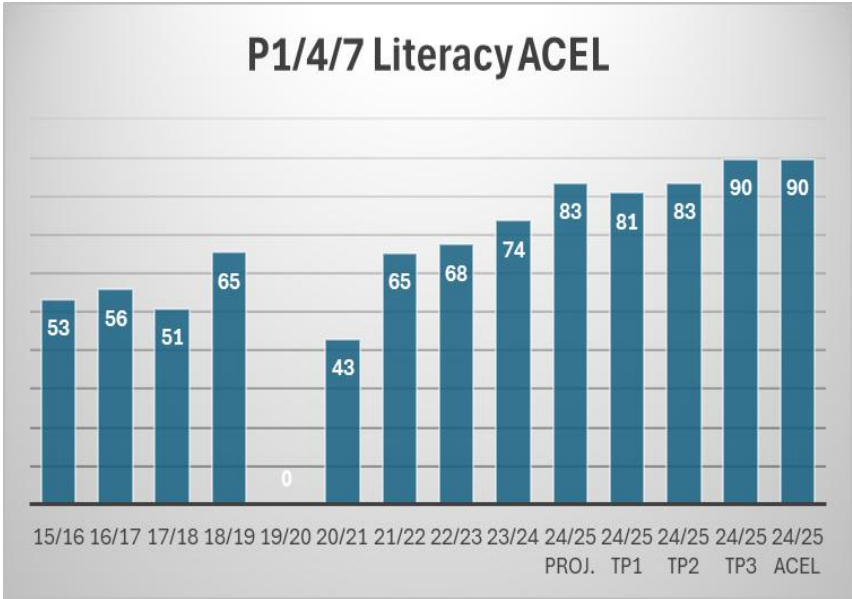
Play – plan into action, embedding play pedagogy and gathering evidence of change, impact & voice.

Through effective use of GTCS coaching wheels & SSSC Standards ensure all staff have appropriate PRD/FACEtime targets identified.

Improvement Priority	<p>Education Service Improvement Plan Priority 2: Teaching and Learning Together</p> <p>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.</p> <p>Improvement Priority 1 Links to ESIP Ref 2.2, 2.3, 2.5, 2.6</p> <p>Improvement Priority 2 Links to ESIP Ref 2.1, 2.2, 2.3, 2.6</p> <p>Improvement Priority 3 Links to ESIP Ref 2.1, 2.4 & 2.7</p> <p>UNCRC – Article 28 Right to Education & Article 29 Goals of Education</p>	<p>Patna PS, SLC & ECC</p> <p>Priority 1</p> <p>To raise attainment in Literacy by ensuring high quality learning, teaching & assessment for all learners, targeting those not on track and narrowing the attainment gap.</p> <p>Priority 2</p> <p>To raise attainment in Numeracy by further developing pedagogical approaches, targeting those not on track and narrowing the attainment gap.</p> <p><i>Education Group Priority - Numeracy</i></p> <p>Priority 3</p> <p>Our Curriculum Framework is inclusive, reflects our unique context and enables learners to develop skills for learning, life and work.</p> <p><i>Education Group Priority – Transition/STEAM</i></p>
Teaching and Learning Together		

Progress and Impact

According to the Benchmark tool, Patna Primary School is currently exceeding virtual comparators in literacy attainment. This was as a result of the actions below.



The data shows steady long-term improvement in literacy attainment, rising from 53% in 2015/16 to a confirmed 90% in 2024/25.

The 2024/25 academic year demonstrates strong in-year tracking, with TP1 (81%), TP2 (83%), and TP3 (90%) all trending upward, concluding with a final ACEL figure of 90%.

EAC Literacy Stretch Aim – P1,4,7 combined

Overall	SIMD1	Patna PS
72.2 - 76.4	67.5 - 71.2	90

EAC Core + Stretch Aim - P4 Writing

Overall	SIMD1	Patna PS
70.8 - 75	62.3 – 67.3	85

We are committed to introducing interventions to meet our learners' needs. This session in addition to delivering talkboost, spelling extra and phonological awareness interventions we piloted a working memory intervention. A Classroom Assistant Coach supports with CLPL and ongoing quality of delivery. Learners are identified at our robust termly Tracking & Monitoring meetings.

Pupil 1

<u>Auditory Sequential Memory</u>	<u>Pre - assessment</u>	<u>Interim-assessment</u>	<u>Post-assessment</u>
	25/2/25		10/6/25
Numbers forward - maximum digit span	4		6
Numbers backward	2		3
Items - maximum items recalled	3		4
Following instructions - maximum number of steps	2		4
<u>Visual Sequential Memory</u>			

Objects - maximum recalled	3		6
Shapes - maximum recalled	3		5

Pupil 2

<u>Auditory Sequential Memory</u>	<u>Pre - assessment</u>	<u>Interim-assessment</u>	<u>Post-assessment</u>
	25/2/25		10/6/25
Numbers forward - maximum digit span	5		7
Numbers backward	2		3
Items - maximum items recalled	2		4
Following instructions - maximum number of steps	2		4
<u>Visual Sequential Memory</u>			
Objects - maximum recalled	2		6
Shapes - maximum recalled	3		4

Pupil 3

	<u>Pre - assessment</u>	<u>Interim-assessment</u>	<u>Post-assessment</u>
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	<u>Auditory Sequential Memory</u>	25/2/25		10/6/25
	Numbers forward - maximum digit span Numbers backward Items - maximum items recalled Following instructions - maximum number of steps	5		7
		3		5
		3		4
		2		5
	<u>Visual Sequential Memory</u>			
	Objects - maximum recalled	3		6
	Shapes - maximum recalled	3		4
	Pupil 4			
	<u>Auditory Sequential Memory</u>	<u>Pre - assessment</u> 25/2/25	<u>Interim- assessment</u>	<u>Post-assessment</u> 17/6/25
Numbers forward - maximum digit span Numbers backward Items - maximum items recalled	3		5	
	2		3	
	2		4	
	3		4	

Following instructions - maximum number of steps			
<u>Visual Sequential Memory</u>			
Objects - maximum recalled	2		5
Shapes - maximum recalled	3		4

Feedback from learners included comments such as using patterns and various strategies to achieve success. All feedback from learners was positive with learners highly engaged and motivated.

This session we achieved Reading School Gold Award, evidence included an author residency. Learners participated in sessions with an author and created their own comic all about the history of Patna. This was a very engaging learning experience and involved the use of Digital tools also. All teachers participated in CLPL with the author on comic strips. Learners across the school used this approach to writing with the impact being increased attainment in literacy, building confidence in reluctant writers and increased engagement and motivation. Parent/carers attended a session with our author to learn in class with children. As a result parent/carers feedback that they were more confident in supporting their child's literacy at home. Results from Reading Schools Surveys demonstrated improvement in attitudes to reading which is a factor in raising attainment in literacy.

Pupil Attitude Survey Results

Do you enjoy reading?

	2023	2024	2025
Very Much	25%	27%	29%
Quite a lot	29%	41%	45%
A bit	46%	32%	26%

In the Primary School we continued to develop our learning environments to allow for skills-based learning such as investment in more block play, work benches and construction materials. Our P1 teacher worked with Learners from P2 & P3 in small groups weekly to ensure learners had opportunities to develop skills with focussed feedback at the end of the session.

The Play Pedagogy Award Programme was not up and running for staff to participate this session therefore these actions have been carried forward to next session.

Staff in the Supported Learning Centre visited another ASN establishment and engaged in CLPL on 'Realising the Ambition' and provocations before they transformed their learning environments. Quality Assurance activity highlighted learners who were more engaged and regulated following these changes. There were clearly defined areas where learners could extend their learning.

Staff from the Primary and SLC collaborated and accessed the Outdoors regularly with learners, this included further development to School Grounds. Loose Parts Play has been introduced to older learners and more items are available to our younger learners. The impact has been increased collaboration, curiosity and creativity observed at outdoors. P1 gained an RSPB accreditation and the Whole School gained the Expert Environmentalist Award from the Clean Green Team. We were also awarded a Green Flag for our sustainability curriculum, evidenced by our Clean Green teacher leads. As teaching staff evidenced learner engagement increasing and positive pupil voice, staff sought other opportunities for learners to develop skills for life. All classes participated in cooking sessions with the Catering Manager. This is being extended to the Supported Learning Centre classes next session.

ECC

The E&EL was part of the Scottish Government's Curriculum Improvement Cycle for numeracy, liaising with professionals Scotland wide and at all levels. Our starting point was the environment and this has been audited in September 2024 and again in March 2025, using the draft Realising the Ambition Audit tool. This split the environment into spaces, experiences and interactions and gave a clear action plan of improvements. In working through the plan, all staff can clearly observe the provision of a numeracy rich environment.

Some staff were part of the Education Group Moderation in Numeracy at Early Level. This took place over three sessions and further embedded the assessment of where children are developmentally in relation to Numeracy.

To further support improvement, we have facilitated two Numeracy Learning Together sessions with families, which took the form of Peep Learning Together sessions, with initial talk time with families to gauge their confidence in this curricular area,

	<p>suggestions of activities and experiences to try at home and in the community and a chance to experience the early level numeracy aspect of the Curriculum for Excellence.</p> <p>As part of the pre-school transition programme, children visited the P1 classroom each Monday for 30 minutes to explore numeracy experiences. This was supported by the Numeracy Champion and E&EL. This practice highlighted areas where children required challenge in numeracy and also support. Most children required some element of challenge.</p> <p>All staff were asked to complete a Forms survey at the start of the session. Most staff completed this and this highlighted areas of numeracy where staff did not feel confident. Through small group activities and as part of the P1 transition, these areas were explored to empower staff and raise their confidence levels. Children's learning in numeracy has increased as a direct result of this and can be seen on learning journal tracking.</p> <p><u>Next steps</u></p> <ul style="list-style-type: none"> • To continue positive collaboration with Primary 1 to ensure the tracking and assessment is relevant and robust, further increasing staff confidence. • To continue to support other curricular areas through learning together sessions with families. • To have termly pace and challenge meetings with SLT to embed consistent tracking, monitoring and progression of children's learning.
<p>Next Steps (SIP 25/26)</p>	<p>Develop staff understanding of approaches to PBL through professional reading and staff CLPL from QIO</p> <p>Engage with national and local CLPL opportunities in relation to the Curriculum Improvement Cycle and Curriculum Innovation.</p> <p>Staff book study "Modern PBL: Project-based learning in the digital age" by Daniel Jones.</p> <p>Peer visits across the establishment and to establishments who are delivering PBL within their establishments.</p> <p>Introduce and adapt PBL planners which include both knowledge and skills development.</p> <p>Involve parents/carers through curriculum Open Afternoon and the use of Learning Journals.</p> <p>Review and adapt Learning Journal Quality Assurance document to include meta-skills.</p> <p><u>SLC/ECC</u></p> <p>Embed/further develop actions following staff CLPL on Realising The Ambition and Play Provocations from last session.</p>

	Further develop the use of the outdoors. Further develop the use of Digital Technology.
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Improvement Priority	<p>Education Service Improvement Plan Priority 3: Our wellbeing and belonging</p> <p>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.</p> <p>Improvement Priority 3</p> <p>Links to ESIP Ref 3.1, 3.4, 3.6, 3.7, 3.8</p> <p>UNCRC – Article 19 protection from violence, abuse & neglect</p> <p>Article 27 Adequate standard of living</p> <p>Article 39 recovery from trauma & reintegration</p>	<p>Patna PS, SLC & ECC</p> <p>Priority 1</p> <p>To raise attainment in Literacy by ensuring high quality learning, teaching & assessment for all learners, targeting those not on track and narrowing the attainment gap.</p> <p>Priority 2</p> <p>To raise attainment in Numeracy by further developing pedagogical approaches, targeting those not on track and narrowing the attainment gap.</p> <p><i>Education Group Priority - Numeracy</i></p> <p>Priority 3</p> <p>Our Curriculum Framework is inclusive, reflects our unique context and enables learners to develop skills for learning, life and work.</p> <p><i>Education Group Priority – Transition/STEAM</i></p>
Our Wellbeing & Belonging		
Progress and Impact	<p>This session all staff participated in Education Scotland's The Promise training, gaining the award which demonstrates commitment to Keep the Promise. 2 teachers, following PRD completed the CIRCLE Framework online module. All staff participated in CLPL using The CIRCLE Framework Resource for professional dialogue and for assessment. The CIRCLE</p>	

Framework tools were then used in classroom observations which gave teachers the opportunity to reflect and set targets with associated actions for improvement. Learners new to the School are more regulated over time as we assess and plan to meet their needs.

A PT of EAST met 1-1 with all teaching staff for CLPL on assessment and targets for Child plans. Staff feedback was very positive with staff feeling more confident. The quality of plans have improved in the Primary and SLC. There has also been more collaboration with the EAST teacher and joined up approaches to assessment, with progress towards targets in plans more accurate. In addition an increased number of learners were assessed as having dyslexia and dyscalculia. This demonstrates improved identification and assessment of ASN. Teachers are becoming more confident in identifying learners' wellbeing needs and highlighting appropriate wellbeing interventions. A class teacher was released this year, using inclusion funding to deliver LIAM intervention as we aimed to increase the range of interventions available. The results were positive and a learner who participated and previously displayed regular dysregulation in the Primary has had no periods of dysregulation in term 4. 2 Learners Total Anxiety Scales raw scores decreased by an average of 4 points.

Our recording of Bullying incidents, in particular online and out of school with the use of racial language has increased this session. This may be because learners are more comfortable to share and have been given time and space to do this. We have liaised with the Campus Officer and will review our HWB programmes to ensure appropriate coverage.

The Head Teacher and Depute Head Teacher attend the Inclusive Leaders sessions and have visited other establishments identified as having good practice. The impact has been updates to recording proformas which capture the profile and identified needs of learners. EAC contextualised assessment for learners who are care experienced has been explored and will be implemented for use by class teachers next session. The impact is more effective assessment approaches to identify ASN.

A teacher lead has collaborated with EAC HWB lead and peers from other establishments to update EAC HWB frameworks with the impact being increased teacher professionalism and collaboration.

This session we have a new partnership with NEST. The EAC lead has delivered parents workshops and staff CLPL as we aim to support our parents/carers and learners who are neurodivergent. We continue to work in partnership with our Educational Psychologist who has provided CLPL on sensory needs for staff in the SLC. Following this CLPL, learning

environments were adapted to include resources to support a range of sensory needs. There has been increased regulation of our learners in our SLC classes.

We continue to use GMWP to measure wellbeing and identify learners who require support. 12 Learners have participated in The Exchange Resilience Bear card intervention. Pre and post assessments have added value from 2-4 in each section. Lower GMWP scores correlate with ASN across the School. 36% of learners in the P4/5 class have ASN and 23% in P3/4.

GMWP scores TP3

Class	Average %
P1	97
P2	95
P3/4	79
P4/5	82
P5/6/7	91
SLC 2/3	86
Whole School	88

ECC

Patna ECC was involved in an East Ayrshire wide quality improvement project focussing on improving outcomes for children with additional support needs. This involved tracking children's wellbeing daily using the Leuven Scales of Wellbeing and Involvement, focussing only on Wellbeing. The aim was to improve the average daily wellbeing score of children with additional support needs from 3.5 -4.0. Most staff embraced this project and there were three change ideas tested. Staff confidence was highlighted at the start of the initiative and by the end, had risen considerably. Children's wellbeing is also consistently scoring,

on average 4 or above. The poster attached gives fuller information on the project, the tests of change carried out and next steps.

To further support both staff and children's wellbeing, using a rights based approach, a Rights, Respect and Inclusive Practice statement was created by E&EL and followed by all staff. This document gives advice on support mechanisms and highlights good practice reading.

Staff support and supervision highlights areas of practice where staff are not confident and allows for discussion on CLPL to support this.

De-escalation training was explored, with a focus on the stages of escalation and when best to offer intervention. Different children require different strategies and the QI project has highlighted this through closer observation of children and transitions over the course of the session.

We started to explore our Rights, wanting to cover six over the year. This has started however only two Rights have been explored, in conjunction with families. We have also begun to complete a Rights audit within the ECC, focussing on the language of Rights and how we are meeting these and ensuring that the children are aware of their Rights.

We did not explore the Boxall resource over the session due to various factors and the QI project was more beneficial at this time.

Staff wellbeing has also improved with one staff member highlighting her passion for outdoor learning and leading this area of practice.

The environment was developed collaboratively and this was led by former SELCP.

Next steps

- To continue on our Rights Journey, creating a committee of children and families and a charter for Patna ECC.
- Explore rights in a manner that is understood by all.
- To continue to support children's wellbeing – assessing this and ensuring strategies meet the needs of the individual child.
- To create an area where children can access to regulate their emotions and behaviours, through successful receipt of the Tesco grant.

<p>Next Steps</p> <p>(SIP 25/26)</p>	<p>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.</p> <p>Review and update Establishment wellbeing policy to include professional learning from session 24/25 on 'achieving', 'supported' and CLPL from NEST.</p> <p>Further embed actions to support implementation of The Promise with a focus on the use of contextualised assessment tool for care experienced learners.</p> <p>Staff will develop an understanding of EAs dysregulation tracking tools and how to use these appropriately to support children in their care.</p> <p>Staff will use tracking information and assessment to inform planning, learning and teaching and additional supports.</p> <p>Participation in and working towards RRS Gold Award.</p> <p>Talking mats will be used to support targeted learners in the PS, SLC & ECC consistently.</p> <p>Collaboration between SCERTS Lead for the SLC, Communication Champion & E&EL, audit opportunities & monitor progress of targeted learners.</p>
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Improvement Priority	<p>Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements</p> <p>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.</p> <p>Improvement Priority 1</p> <p>Links to ESIP Ref 4.1, 4.2, 4.4, 4.5</p> <p>Improvement Priority 2</p> <p>Links to ESIP Ref 4.1, 4.2, 4.5</p>	<p>Patna PS, SLC & ECC</p> <p>Priority 1</p> <p>To raise attainment in Literacy by ensuring high quality learning, teaching & assessment for all learners, targeting those not on track and narrowing the attainment gap.</p> <p>Priority 2</p> <p>To raise attainment in Numeracy by further developing pedagogical approaches, targeting those not on track and narrowing the attainment gap.</p> <p>Education Group Priority - Numeracy</p> <p>Priority 3</p> <p>Our Curriculum Framework is inclusive, reflects our unique context and enables learners to develop skills for learning, life and work.</p> <p>Education Group Priority – Transition/STEAM</p>																					
Our Attainment, Destinations & Achievements																							
Progress and Impact	<p>Teacher Judgement Survey 24/25</p> <table><tr><td></td><td>P1</td><td>P4</td><td>P7</td></tr><tr><td>Reading</td><td>94%</td><td>85%</td><td>100%</td></tr><tr><td>Writing</td><td>94%</td><td>85%</td><td>100%</td></tr><tr><td>Listening & Talking</td><td>94%</td><td>85%</td><td>100%</td></tr><tr><td>Numeracy</td><td>94%</td><td>85%</td><td>91%</td></tr></table>				P1	P4	P7	Reading	94%	85%	100%	Writing	94%	85%	100%	Listening & Talking	94%	85%	100%	Numeracy	94%	85%	91%
	P1	P4	P7																				
Reading	94%	85%	100%																				
Writing	94%	85%	100%																				
Listening & Talking	94%	85%	100%																				
Numeracy	94%	85%	91%																				

The attainment data above shows that almost all P1 learners achieved Early Level Reading, Writing, Listening & Talking and Numeracy. At P4, most achieved First Level Reading, Writing, Listening & Talking and Numeracy. At P7, all achieved Second Level Reading, Writing, Listening & Talking and Numeracy. P1, P4 & P7 combined Literacy was 90% compared to our projections of 83%. We have raised P1, P4 & P7 combined Literacy by 16% since last session. Numeracy attainment at P1 and P4 stayed the same and improved at P7 by 4%.

We set a target of at least 85% of learners would be on track in numeracy in all stages. We met this target at P1, P4 & P7. 100% of learners at P2 are on track. At P6 75% of learners are on track in numeracy, at P5 64% are on track and at P3 79% are on track. At P3 end of session 2024 in reading and writing 6 learners were not on track. We closed the gap to only 3 learners who were not on track by the end of P4. At the end of P6 2024, 5 children were not on track in reading and writing. At the end of P7 all learners were on track. The gap was closed by effective interventions and high-quality teaching & learning in literacy.

Attendance of learners residing in SIMD1 has risen from 86% to 91%. Following an Education Scotland online session sharing best practice, we consulted with learners and parents/carers, developed an updated parent/carers attendance guidance document which was shared widely. A pupil leadership group 'Patna's Attendance Allstars' promoted positive attendance at assemblies and through a display. Whole school attendance rose from 89% to 91.3%. Attendance in our SLC is 89% and in line with sector attendance. Learners who attend our SLC and reside in SIMD1 attendance was 92.7%, higher than the sector attendance for SIMD1 which was 87.2%.

Although only 1 assessment, SNSA challenged teacher judgement and highlighted learners who were exceeding.

P1

LIT	NUM
Band 6&A	Band 6&A
Band 5	Band 6&A
Band 4	Band 5
Band 6&A	Band 6&A
Band 6&A	Band 6&A

Band 6&A	Band 6&A
Band 6&A	Band 6&A
Band 5	Band 5
Band 6&A	Band 6&A
Band 6&A	Band 6&A
Band 4	Band 6&A
Band 6&A	Band 6&A
Band 6&A	Band 6&A
Band 3	Band 6&A
Band 6&A	Band 5
Band 3	Band 4
Band 6&A	Band 6&A

P4

R	W	N
Band 9&A	Band 9&A	Band 8
Band 8	Band 8	Band 8
Band 9&A	Band 9&A	Band 7
Band 9&A	Band 9&A	Band 8

Band 9&A	Band 8	Band 8
Band 8	Band 7	Band 9&A
Band 8	Band 8	Band 6
Band 9&A	Band 6	Band 8
Band 8	Band 8	Band 6
Band 9&A	Band 9&A	Band 9&A
Band 9&A	Band 9&A	Band 9&A
Band 8	Band 9&A	Band 9&A
Band 8	Band 8	Band 6
Band 7	Band 6	Band 7
Band 8	Band 4&B	Band 7
Band 7	Band 4&B	Band 5
Band 8	Band 5	Band 7
Band 6	Band 7	Band 6
Band 9&A	Band 8	Band 7
Band 9&A	Band 7	Band 7

P7

R	W	N
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Band 9	Band 8	Band 9
Band 9	Band 8	Band 8
Band 10	Band 10	Band 9
Band 10	Band 10	Band 10
Band 11&A	Band 8	Band 9
Band 8	Band 11&A	Band 10
Band 11&A	Band 10	Band 10
Band 10	Band 9	Band 11&A
Band 10	Band 9	Band 9
Band 10	Band 10	Band 9
Band 11&A	Band 11&A	Band 11&A

ECC

The ECC has been supported by Emma Williamson – TAP team PT to further embed the new planning and tracking framework. Emma provided advice and sessions on continuous provision and the language of learning zones. The past two planning cycles have been collaborative and supportive and staff voice that they are more confident in using the framework. Quality assurance on planning has been minimal while staff fully understand and put into practice. Following update in June 2025, the only change to the planning format is the removal of the continuous provision section. Emma was to visit and support evaluation of planning however this has been postponed until August in service and staff becoming confident in using evaluative language.

Personal Plans have been updated to current format and quality assurance carried out by former SELCP. Moderated by E&EL.

Learning Journals have been quality assured on two occasions by E&EL and individual feedback shared with all staff. Most staff are now completing the journals as per guidance. This will remain an area of improvement as we use the data to inform

	<p>pace and challenge meetings, highlighting areas of support and challenge required for both staff and children, ensuring consistency of approach and best outcomes.</p> <p><u>Next steps</u></p> <ul style="list-style-type: none"> • Further development on planning, tracking and monitoring following updates in June 2025 and improvement journey. • CLPL provided for all staff requiring support in this area to ensure a consistent approach.
<p>Next Steps (SIP 25/26)</p>	<p>Develop Talk and Vocabulary within Mathematical Learning Experiences by participating in a programme of teacher professional learning and collaborative opportunities across the Doon Education Group Numeracy Leads Network.</p> <p>9 x CLPL and collaboration twilight sessions</p> <p>Develop a shared understanding of our assessment model within numeracy and mathematics to inform robust teacher judgements.</p> <p>CLPL for new Pupil Support Assistants on Raising Attainment in Numeracy Approaches and Numeracy Intervention.</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>

Pupil Equity Fund: Evaluation		
<i>Approach/Intervention</i>	<i>Impact Report on how you have improved outcomes for learners impacted by poverty</i>	<i>What evidence do you have of positive impact? Outline the data that supports your findings.</i>
ELCP in P1 class Use of high quality structured evidence based interventions to help learners who are struggling with literacy.	<p>47% of the P1 cohort are entitled to FSM and 18% have an additional support need. 47% of children reside in SIMD1.</p> <p>Research suggests that to close the poverty related attainment gap a focus on Speech, language & communication is required.</p> <p>A timetable in place to deliver</p> <ul style="list-style-type: none"> Teaching children to listen/Attention & Listening Phonological Awareness & Speech Sound development Talkboost <p>14 of the 17 children in P1 have attendance below 95%. Having an ELCP supported the class teacher to recover any missed learning and further targeted work 1-1 to ensure all had strong phonological awareness.</p> <p>Able to deliver a developmentally appropriate curriculum – play based.</p>	<p>Improvement in data from Pre & Post assessments for individuals.</p> <p>ELLAT data from pre school year to P1 November highlights accelerated progress. All improved and scores increased by 5-7 points for 9 learners.</p> <p>Highland Literacy phonological awareness pre & post data from August – October 2024. All improved and 5 children Increased by 4-5 points.</p> <p>A calm, purposeful, inclusive learning environment with regulated children.</p> <p>Data from communication friendly checklist & ECERS.</p> <p>ACEL Data demonstrates that almost all children achieved Early Level Literacy, 8 children are exceeding in Reading & 7 in writing. 94% Reading 94% Writing 94% Talking & Listening</p>

Establishment Self Evaluation: How Good is Our Early Learning and Childcare? Quality Indicators	
Quality Indicator 1.3 Leadership of Change	5
Quality Indicator 2.3 Learning, Teaching and Assessment	4
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	4
Quality Indicator 3.2 Securing Children's Progress	4

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 & Achievement	5

Establishment Capacity for Improvement

The Local Authority Learning Visit highlighted the positive impact of Leadership and Quality Assurance on improvement work in the Primary School. There is clear evidence that attainment has risen with the gap closing in Literacy. The staff team in the Primary is stable which supports consistency and an increased pace of change. A robust Quality Assurance calendar will continue to be implemented, supported by a staff team who are committed to improve outcomes for learners. The staff team are involved in and lead self-evaluation activity with responsibility for next session's priorities allocated.

This session, all teaching staff engaged in collaborative working with a leadership role. Next session we will build on this by all staff carrying out a professional enquiry, linked to our improvement priorities. We will continue to have a Leader of Learning to engage in the SEF Professional Learning Programme. Our DHT will be involved in the Education Group Network and the HT and DHT will continue to participate in Inclusive Leaders Collaborative.

Classroom Assistants participate in FACE Time, have ongoing training, continue to share the impact of interventions with teaching staff and have responsibility to collate data. With a retiral and increased allocation of Support Staff, a classroom assistant coach will support to ensure a high-quality induction.

Our relationship with the Speech and Language Team is well developed with ongoing communication, coaching and mentoring of new staff and appropriate CLPL highlighted.

Our Supported Learning Centre has more than doubled in the number of children over the last 3 years and children attending have more complex and a range of needs. The staff team has increased and now have effective working relationships established. The staff team engaged in regular CLPL this session and are keen to engage in further training, with plans to visit ASN establishments out with EAC too. There needed to be an increased pace of change to effectively meet the needs of all learners. These changes now need to be consistent and embedded.

The number of children in our Early Childhood Centre has increased and we will have a new 2 year old provision therefore there will be an increase in staff numbers and new staff joining the team. We have a Leadership vacancy in the ECC, with the E&EL taking on a wider remit. The Quality Assurance Calendar is more robust, linking improvement priorities and Self-evaluation. Staff appear to be more empowered and have engaged in more CLPL this session than previous, improved outcomes for children are evident through several QI projects.