

St. Andrew's PS and ECC



Establishment Context

St Andrew's PS and ECC form part of the St Joseph's Campus which is situated in the New Farm area of Kilmarnock in East Ayrshire. The school and ECC have a wide demographic with families across a range of SIMD deciles. The percentage of pupils in SIMD 1 and 2 is 12% and 18% respectively.

St. Andrew's Primary is the largest denominational primary school in East Ayrshire with 10 % children across Kilmarnock accessing transport (bus and taxi).

As part of the St. Joseph's campus group, we access shared facilities across the ECC, primary and secondary, supporting transitions for pupils across the campus at keys stages.

We currently have 13 classes, a nurture room, library, ICT area, PE hall and assembly/dining hall. The ECC has a large playroom, toilets, courtyard area, staffroom and 2 additional playrooms, both primary and ECC have separate entrances and share clerical teams and office space. This session our ECC has provided placement for 64 children.

The school is part of the St Joseph's Education Group comprising of St Joseph's Academy, Mount Carmel Primary, St Patrick's Primary, St Sophia's and St Xavier's Primary. We have strong links with local parishes and our families attend St, Matthew's, St. Joseph's, OLMC, St Sophia's and St Paul's Churches.

We hold strong relationships with other local Early Childhood Centres as well as external agencies.

At St. Andrew's Primary and ECC we pride ourselves on creating a welcoming ethos. We aim to work in collaboration with our families and strive to build and maintain these positive relationships.

St. Andrew's Primary is currently within the Education Scotland Inspection cycle, further to a 2023 visit and revisit in 2024, the school will be visited again before April 2026. We have continued to engage with the Inspection and Re-Inspection Reports, the improvement priorities contained in the Reports frame all of the improvement work of the school and ECC. We will continue to take a more measured approach to school improvement and focus on consistency as well as embedding approaches.

Establishment Vision, Values and Aims

OUR VISION

In St. Andrew's Primary and ECC, our shared vision is to create a safe, healthy and caring environment where everyone has an equal and inclusive range of learning opportunities and is valued, encouraged, motivated and supported to achieve their full potential and aspirations. We show respect, value each other's views and strive for excellence in partnership with our learning community. Whilst living by the Gospel Values and strengthening our faith community

OUR VALUES

- Ready
- Respectful
- Safe

OUR AIMS

- Nurture and encourage our children to achieve their full potential.
- Close the gap for those children in SIMD Deciles 1 and 2 through effective interventions.
- Raise attainment in literacy, numeracy and maths and, health and wellbeing.
- Provide a learning environment where children feel supported, nurtured and safe.
- Ensure staff deliver high quality learning experiences.
- Communicate with our education partners and stakeholders and involve them in the decision-making processes, life and work of the school.
- Foster an inclusive approach to all aspects of school life, encouraging Gospel Values and building a faith community which mirrors our values.

Improvement Priority	Improvement Priority <i>(Expressed as outcomes for learners)</i> Children will experience and participate in positive experiences and changes, as a result of this, attainment will improve..	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	<ul style="list-style-type: none"> • Almost all staff have accessed EA professional learning framework to support leadership development, collaborative enquiry, practitioner enquiry, evidence-based practice and pedagogies. This has grown staff confidence and allowed for continuity in leadership roles. • This year all teaching staff completed further training in uploading information to our tracking and monitoring system. • We have evaluated and updated our format for tracking and monitoring meetings and these now have a clear focus on discussing how teachers are supporting continued improvement within their class. • This also focusses on the use of additional supports such as Classroom Assistants and recognising the impact of this. • All teaching staff are fully involved in discussions regarding EAST support and are accountable for the progress made. • Almost all our staff are now confident in the use of the East Ayrshire planning formats with occasional support required when a teacher has changed stage. The use of these planning formats is monitored across the school year by the SLT. • PRD meetings took place in Term 2 for all teaching staff, supported by Education Group Manager Helen Cassidy. • FACE reviews have taken place for all classroom assistants. • Staff aligned their remits and further training for CA's was undertaken relating to reading and spelling extra. Most class teachers aligned CLPL with targets. • "Head Teacher (and depute) to participate in learning visits and use this to further develop the Quality Assurance calendar with a focus on self-evaluation and continuous improvements." This was unable to happen for DHT this session, due to staffing levels. • Quality Assurance calendar was created and has been implemented across the academic session. Most staff have a clearer understanding of expectations and support has been aligned as a result of observations and evidence gathered throughout. • "Development of staff leadership roles for the purpose of enacting positive change within the school and ECC." Leadership roles have been issued across upper primary, including: <ul style="list-style-type: none"> • RESPECT ME • CLEAN GREEN • SPORTS LEADERS • MINI VINNIES • STEM 	

	<ul style="list-style-type: none"> • DIGITAL AMBASSODERS • LANGUAGE AMBASSODERS • RIGHTS RESPECTING SCHOOLS • Infant staff have undertaken one focus this session to lead a whole school event. ECC staff given opportunities to lead ECC.
	<p>Collaborative Working</p> <ul style="list-style-type: none"> • Working across the St Joseph's Education Group, teaching staff engaged with the Good Shepherd Leadership Pathway to support their continuing professional and spiritual development (see supplementary information for more detail) in RERC. Sessions took place across the session terms 1-3. • This approach was at times limited in its success due to staffing issues across schools, although an excellent resource, school priorities required more focus on L&T targets this session. • ECC and Early Level staff will work together to develop a high-quality transition programme. • Reviews of transition policy took place between DHT, Senior Lead (Acting) and Carol Rennie TAP teacher and P1 staff. • Transition timeline in place Feb 2024 and events took place across terms 3 and 4. • Profiles shared and DHT attended all TWTF relating to transition. • PT joined team May 2025. Will undertake this role 2025. • Enhanced transition events have also been scheduled and supported by HLW. Any identified needs were understood and plans in place to look at supports available for P1. • Transition events allowed staff to create class cohorts for new academic session built on knowledge of children from profiles and observations.
	<p>Children's Leadership</p> <ul style="list-style-type: none"> • Led by a staff member, children in Primary 4-7 will be involved in Leadership Groups with the following aims: • Primary 3V World Book Day • Primary 2/3 Burns' Day • Primary 2K Lenten Fundraising • Primary 1S Lenten Fundraising • Primary 1C Lenten Fundraising • All events took place across session, through assemblies, fundraisers and share the learning experiences.

	<p>ECC - CPL</p> <ul style="list-style-type: none"> • Two staff members independently achieving degree status has contributed to raising the overall qualification level within the team, resulting in 67% of staff now holding degrees, which enhances the quality of care and learning experiences for all children. • One staff member's independent attainment of the COSCA Counselling Certificate has helped to foster a deeper culture of active listening, emotional support, and reflective practice, positively impacting staff interactions and children's emotional wellbeing. • Completion of Quality Observations Training from a TAP Teacher has strengthened the team's ability to carry out meaningful, high-quality observations, directly influencing responsive planning and enriched learning opportunities for children. • Two additional staff members trained in Paediatric First Aid ensures that the setting is well-prepared to respond to emergencies, supporting a safe and secure environment for all children and increasing staff confidence in their health and safety responsibilities. • Updated Food Hygiene certification for two staff members enhances the team's ability to maintain high standards in food preparation and handling, ensuring a healthy and hygienic environment for all children and aligning with national standards. • One staff member being mentored into a Senior Lead ELCP role demonstrates growing leadership capacity across the team, supporting succession planning and fostering a coaching culture that promotes collaborative improvement and shared accountability.
<ul style="list-style-type: none"> • Next Steps 	<ul style="list-style-type: none"> • Review PRD actions TERM 1 2026. • Maths training to be undertaken for CA's Term 1 25-26 • Remits to be further developed and allocated to include infant staff aligned with key core area. Departments to lead whole school events. • See SIP and ECCIP 25/26

Improvement Priority (Expressed as outcomes for learners)	Improvement Priority (Expressed as outcomes for learners) Children will experience ‘good’ quality teaching and learning experiences.	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	<p>Teaching and Learning</p> <ul style="list-style-type: none">Developed ‘excellent lesson’ with the primary, almost all staff collaborated with SLT to create ‘Foundations of Excellent Practice’ Model, this aligns with strengths and needs triangulated across monitoring and tracking tool and Quality Assurance evidence.Use agreed criteria in Quality Assurance observations and feedback including conversations with C&YP.Using QI machine with staff to gather agreed expectations and create achievable targets. Staff utilised ‘Inclusive Classroom’ checklists and ‘Excellent Lesson’ proforma to create shared and uniformed approaches and visible consistencies across Numeracy, Literacy and HWB.Using M&T data, class assessment and knowledge of demographic raising attainment groups were created for children identified as working towards ACEL, data of deciles considered, and groups created. Numeracy and Maths focus.84% increase in score from pre to post assessment.Engagement was strong, resources created to be implemented in classes because of rigorous approaches this term. <p>P1 P4 P7 Data as per TP3 24-25</p> <table><tr><td>P1 St A’s</td><td>23/24 EofS</td><td>24/25 EofS</td></tr><tr><td>Reading</td><td>+13%</td><td>85%</td></tr><tr><td>Writing</td><td>+19%</td><td>83%</td></tr><tr><td>L&T</td><td>+2%</td><td>89%</td></tr><tr><td>N&M</td><td>+4.5%</td><td>94.5%</td></tr></table> <table><tr><td>P4 St A’s</td><td>23/24 EofS</td><td>24/25 EofS</td><td>Cohort P3 23/24</td></tr><tr><td>Reading</td><td>+17%</td><td>76%</td><td>+2%</td></tr><tr><td>Writing</td><td>+24%</td><td>77%</td><td>+9%</td></tr><tr><td>L&T</td><td>+22%</td><td>93%</td><td>+4%</td></tr><tr><td>N&M</td><td>+11%</td><td>80%</td><td>+1%</td></tr></table>		P1 St A’s	23/24 EofS	24/25 EofS	Reading	+13%	85%	Writing	+19%	83%	L&T	+2%	89%	N&M	+4.5%	94.5%	P4 St A’s	23/24 EofS	24/25 EofS	Cohort P3 23/24	Reading	+17%	76%	+2%	Writing	+24%	77%	+9%	L&T	+22%	93%	+4%	N&M	+11%	80%	+1%
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N&M	+11%	80%	+1%																																		

P7 St A's	23/24 EofS	24/25 EofS	Cohort P6 23/24
Reading	-6%	61%	+10%
Writing	+9%	60%	13%
L&T	-17%	70%	=
N&M	-9%	55%	+4%

Leader of Learning led collegiate development on identified themes

- Effective Feedback
- Meeting Learners Needs Focus on scaffolding support and resources required to achieve this.
- Staff audit completed re Numeracy and Maths resources; gaps identified. Staff will pilot key resources and assessments across P1/4/7.
- Quality Assurance aligned with all strategies in most classes.

Provide opportunities for children to share their learning experiences with parents/ carers

- Meet the teacher sessions took place in August allowing families to meet with staff and see their child's learning environment.
- Sharing the learning sessions – PATHS/ H&WB focus
- Class Assembly
- Stay and Play sessions (ECC)
- Nurture Group parent/ carer experiences regular telephone updates regarding progress.
- Learner Journals ECC used across all learning areas allowing parent/carers to benefit from snapshot insights into their child's learning experiences, in the moment planning and child led approaches have been advocated for all learners by almost all staff.

ECC – Excellent Experience

- Staff engaged in training on Quality Observations, which supported a deeper understanding of children's engagement and directly led to increased levels of involvement in the playroom, as shown through Leuven Scale observations.
- An Environmental Audit was carried out to assess the quality of learning environments, resulting in the Drama Room and Forest Room being redesigned to provide children with richer opportunities for creativity and expressive arts.
- The planning process was continually updated and monitored, giving staff a more consistent approach to observation and tracking, and ensuring that planning was strongly linked to children's interests and developmental needs.
- Real-life experiences were purposefully built into playroom planning, helping children connect their learning with meaningful contexts and supporting deeper engagement.

	<ul style="list-style-type: none"> • A Welcome Time was introduced, providing children with a calm and structured start to their day. This gave them a safe space to self-regulate and increased opportunities for interactions with their key worker. • A dedicated planting area was created outdoors, giving children hands-on opportunities to explore nature, care for plants, and develop responsibility through meaningful outdoor learning experiences. • As a result, children are now using the outdoor space more effectively, engaging in planned learning activities that connect with real-life skills and promote curiosity about the natural world.
Next Steps	<ul style="list-style-type: none"> • Further audit and purchase of resources to support any stage changes, staff changes and uniformity or practice across all stages. • Meet the teacher sessions, with uniformed information shared. Termly updates. Share the learning session in classroom, with parent/ carers participating in a live learning experience. 1 per year per class. • See SIP and ECCIP 25/26

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Improvement Priority <i>(Expressed as outcomes for learners)</i> Children’s wellbeing needs are met through inclusive universal supports in the classroom and playground. Tailored support is having a positive impact on pupil wellbeing and attainment.	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		
	<ul style="list-style-type: none"> • Identify 8 families for the Home Link Worker to support and monitor children’s attendance • 12 TWTF Meetings attended • 114 Home Visits • 267 1:1 Wellbeing Supports with Pupils in school • 168 1:1 Supports with Parents • 859 Pupils attendance at group sessions in year 2024/2025 • 53 – Adult attendance at NEST face to Face Parent sessions 2025 • CASELOAD <ul style="list-style-type: none"> • Supported 15 families & 21 pupils over session 2024/25 • Weekly 1:1 wellbeing sessions for pupils in school • Regular Coaching Conversations with Parents • Signposting to other services for support- financial/health/social work/housing • Home Visits • Attendance Support • Emotional Support 	
	<ul style="list-style-type: none"> • NEST GROUP • Parent Group created St Andrew’s Primary for support for parents who had a child displaying traits of neurodiversity, were on a waiting list for identification or already had a diagnosis. • CAMHS waiting lists closed to new referrals, limited avenues of support. 	

	<ul style="list-style-type: none"> • HLW worked alongside NEST Ayrshire and Arran to plan a programme of sessions using pre-programmed NHS workshops where parents could meet face-to-face work through the workshops and share their personal stories and journeys in a supportive and understanding environment • Supporting staff for the January to June 2025 programme consist of Jillian McLaughlin (Home Link Team) and Celine Dyer (NEST). • 10 planned workshop sessions January 2025-June 2025 • 13 Hours face-to-face input • 2 Full Topics covered – Understanding Anxiety & Sensory Needs • 6 parents attending regular groups in person & 4 following online workshops and linking with HLW due to personal work commitments. • 100% agreed that being part of the group had helped them feel like they were not ‘on their own’. ▪ Encouraged communication, relationships and support network through the group. ▪ Encouraged engagement and support well-being and help to reduce social isolation. ▪ Supported almost all with attendance and engagement through regular communication and reminders of workshop sessions
	<ul style="list-style-type: none"> • PUPIL SESSIONS • RESILIENCE GROUP x2 • These structured group sessions have been led by Home Link Worker based in school using The Exchange BEAR Complete Child Resilience Assessment Programme. • Based on the 15 elements of psychological wellbeing, this framework allows focused interventions to take place which respond to areas of the child's life that they are under-resourced in. • Impacts and benefits for the child include; Emotional Regulation, Increased Self-Esteem & Self Confidence, Improved Social Skills, Problem-Solving & Decision Making, Sense of Belonging and Support, and Lifelong Skills. • Pre and Post assessment shows: • 12 pupils attended P4-7 25 sessions from September 2024 to May 2025 • 11/12 of the pupils completed the programme and all 5 had improvements in all 3 resilience core principles assessed; I can, I am & I have • SOCIAL EMOTIONAL GROUP • P1/2 group targeting 13 pupils • Pupils met as a group weekly from September until June, • 100% of pupils said that they enjoyed being a part of the group and would recommend to other pupils. • Pupils reported enjoying the wellbeing check-ins, games and art activities.

- Work with Education Psychologist and other services to assess, track and analyse dysregulated behaviour. – not required at this time. DHT attended all Inclusive Leaders input re training regulation trackers.
- Support identified children through Nurture Provision.
- DHT, Nurture Staff and HLW have redesigned nurture provision and wellbeing supports through:
 - Nurture Model x2
 - 63.6% Improved outcomes gathered across Boxall assessments.
- Seasons for Growth Group
- LIAM targeted pupils
- Social Emotional Group
- Resilience Group x2
- Nest Parents Group
- Children targeted across school provision x66 (this is an increase of 44 children since last session being supported and targeted)
- Share and implement the work of the Inclusive Practice working party in session 23/24
- Relationships policy updated, including relational model, nurture snapshot and flowchart of uniformed procedures.
- Child friendly policy also created. Parental, staff and pupil consultation has taken place.
- Implement 'GMWP' as a method of identifying individual and class wellbeing needs to inform planning.
- Implemented across all stages GMWP has been a very useful, but time-consuming tool. It can be very difficult to use with larger numbers of children and staff found it difficult to transfer the information gathered onto the spreadsheets required.
- Next session, with the leadership of a PT, the GMWP forms will be streamlined throughout the school with every stage using the same format in order to be able to compare, contrast and progress data.
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- Of the data that was able to be gathered and analysed around 60% of pupils demonstrated affiliation to the school. [change wording if required!]
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- Implement year 3 of the PATHS programme with the focus of ensuring strategies are embedded across the school, including within the Playground.
- 63% of children show a decrease in levels of anti- social behaviour from pre to post survey.
- 54% of children show improved levels of concentration from pre to post survey.
- 63% of children show increased emotional intelligence from pre to post survey.
- Raise awareness of 'The Promise' to all members of staff. Almost all staff completed training session as part of education group. Impact on CEC will be limited in this session, this will be embedded next session.

	<ul style="list-style-type: none"> • Attendance/ Cost of the School Day • Develop Attendance Policy in collaboration with partners and Home Link Worker. Not yet developed at this time, end of HLW support June 2025.
	<p>ECC - UNCRC</p> <ul style="list-style-type: none"> • UNCRC is clearly displayed on boards throughout the setting, helping to create a shared visual reference for children, staff, and families, and reinforcing a consistent commitment to upholding and promoting children’s rights in daily practice. • Children’s rights are meaningfully incorporated into planning, ensuring that children’s voices, choices, and interests are not only heard but also influence learning experiences and play opportunities, in line with Article 12 (Respect for the views of the child). This child-led and voice-driven planning approach is guided by national policy ‘Realising the Ambition’ (RTA) and East Ayrshire’s local planning guidance, ensuring that children’s rights are embedded in everyday practice. • The establishment of a Children’s Council empowers children to actively participate in decision-making within the setting, fostering a sense of agency, respect, and belonging, and promoting Article 13 (Freedom of expression) and Article 15 (Freedom of association). • As a result of these embedded practices, staff are confident in discussing, modelling, and integrating children’s rights into everyday conversations, planning, and interactions—helping to build a rights-respecting culture across the setting.
Next Steps	<ul style="list-style-type: none"> • Share form to be created post policy launch. (Relationships) • No HLW Support available in schools for session 2025/26. SEF Funding ends 17/8/2025 before start of new school term • Liaise with Parent Council to research and implement strategies to assist in the cost of the school day. To be further explored next session • See SIP and ECCIP 25/26

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Children's attainment in writing will improve by May 2025.	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.
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Our Attainment, Destinations and Achievements

- Progress and Impact

- Raising Attainment
- Engagement with the National Writing Improvement Project run by CYPIC (Primary 4) – see additional information for more details
- Dissemination of Quality Improvement Model to other classes and implementation of writing bundle to each class
- Use of SNSA to assist in professional judgements in tracking and monitoring at Primary 1, 4 and 7. All classes at 1,4 and 7 made gains. See below.
- Literacy Quality Assurance visits focus on PLTA of writing
- Moderation of writing assessment marked against EA criteria/ National Standard. TBC next session.
- WRITING**

	23/24		S.Aim	24/25	Compare between sessions. (%)	S.A Comparative (%)
P1	64.1%	P2	75%	83%	+18.9	+8
P2	75.6%	P3	80%	61%	-14.6	-19
P3	67.9%	P4	80%	70%	+2.9	+10
P4	54.9%	P5	72%	77%	+22.1	+5
P5	54.8%	P6	70%	52%	-2.8	-18
P6	47.2%	P7	55%	65%	+17.8	+10

- Improvements have been made in most classes; this will continue next session with 4 more members of teaching staff attending training 25-26. Alignment with staff training around monitoring and tracking tool allowed for more secure staff judgements.
- Developed planning and model for writing across majority of classes. Work will continue next session to develop a clear progression framework of genres which align with National Writing Programme.
- All children have participated in electives, across the session, giving opportunities to explore wider topics including, STEM challenges, book clubs, walking groups, cross stitch, football, music clubs, dance, art and creative design, lifesaving. Providing children with opportunities to develop collaboration and communication skills. Whilst experiencing a host of opportunities that are at times limited due to poverty and/ or family circumstances.
- Tracking of children in SIMD 1 and 2 and FSM to monitor engagement and attendance at Electives. This will be further developed next session.

ECC - Transitions

- We started to build strong relationships with the P1 staff where we promoted consistent messages, routines and expectations across the setting. We also introduced gradual and meaningful visits to the P1 environment.
- We organised a shared picnic, outdoor play opportunities, and “Thumbs up Thursday” sessions, which helped build strong, positive relationships between ECC staff and Primary 1 class teachers.
- The Active Schools Coordinator supported children through shared activities, allowing them to develop their confidence and resilience in preparation for starting Primary 1.
- Children were invited to take part in classroom visits and to attend the Primary 1 Christmas Show dress rehearsal, which gave them the chance to become familiar with the school environment and reduced anxieties around transition. Thus, allowing them to become more empowered and involved in their school experience.
- We held shared lunch sessions with our pre-schoolers and P1 children this helped our ECC children learn the lunch routine and build familiarity with the kitchen staff as well as school staff.
- These experiences overall ensured that ECC children felt more comfortable, familiar, and confident when approaching internal transitions and moving into Primary 1.

Stay and Play Sessions

- In October 2024, 56% of families attended the Stay and Play sessions, showing an encouraging level of engagement early in the year.
- By March 2025, attendance had risen significantly, with 96% of families taking part, demonstrating the growing success and value of these sessions.

	<ul style="list-style-type: none"> • The planned Christmas Stay and Play session unfortunately had to be cancelled due to staffing shortages, which highlighted the importance of ensuring sustainable staffing for future events. • Feedback gathered from families who attended the sessions was consistently positive, showing that families found the experience worthwhile and meaningful. • Overall, the Stay and Play sessions helped to strengthen parental engagement by providing opportunities for families to observe and take part in their children's learning. <p>Learning Journals</p> <ul style="list-style-type: none"> • All staff attended East Ayrshire Council training on the development of Learning Journals, which improved their knowledge and skills in using this tool effectively. • Following the training, staff reported feeling much more confident in recording, monitoring, and sharing children's learning journeys. • A workshop was held specifically for parents, helping them to understand how Learning Journals work and encouraging them to become more involved. • As a result of this workshop, some parents began to engage more actively, commenting and responding to their children's learning entries. • The consistent use of Learning Journals across the centre has strengthened communication between staff and families and given children's learning greater visibility.
<ul style="list-style-type: none"> • Next Steps 	<ul style="list-style-type: none"> • Moderation of writing across the stages included in Quality Assurance Calendar. • See SIP and ECCIP 25/26

Pupil Equity Fund: Evaluation		
<i>Approach/Intervention</i>	<i>Impact Report on how you have improved outcomes for learners impacted by poverty</i>	What evidence do you have of positive impact? Outline the data that supports your findings.
<i>Additional CA x2</i>	Timetables indicate a distribution of CAs to support learners' needs.	Aligned with ASN log.
	Targeted intervention assessment data (reading/ spelling extra) indicates improvement for pupils who attended.	Reading and Spelling extra assessments. All children have made improvements by 20%
	<i>Re-organisation of school day has created 18 hours of CA time.</i>	Supports targeted areas in My Plans.
<i>Nurture Staff</i>	<i>Improved outcomes in GMWP, PATHS and Boxhalls</i>	See above.

Establishment Self Evaluation: How Good is Our Early Learning and Childcare? Quality Indicators	
Quality Indicator 1.3 Leadership of Change	3
Quality Indicator 2.3 Learning, Teaching and Assessment	3
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	3
Quality Indicator 3.2 Securing Children's Progress	3

Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators	
Quality Indicator 1.3 Leadership of Change	3
Quality Indicator 2.3 Learning, Teaching and Assessment	3
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	4
Quality Indicator 3.2 Raising Attainment and Achievement	3

Establishment Capacity for Improvement
<ul style="list-style-type: none"> • Staff across the school and ECC are committed to continuous improvement cycle. • The whole school and ECC community have had the opportunity to engage in creating SIP and ECCIP priorities 25/26. • Structures established in school relating to HGIOS 4 QIs 1.4 and 1.5, have reduced barriers to improvements being implemented and sustained. • Delegated and distributed leadership established 24/25, creating key contacts in curricular areas. Leadership at all levels, is more prevalent, we have leadership roles in place depending on skillset and experience, linked to SIP and ECCIP. • Annual QA, ASN commitments, Self-Evaluation and WTA calendars in place in August following full consultation with staff and professional association representative. • Promoting Positive Relationships approaches across the school have improved behaviour and wellbeing for children for almost all children. • Transition processes have improved from ECC to P1, from class to class, P7 to S1 and St Andrew's to specialist placements. Pupil needs are being met more effectively as a result. • Self-evaluation now not seen as an "add-on," reduced bureaucracy. It focuses on the key work of the school and ECC. School system of using QI machine led by middle leaders, then findings shared with all staff is now in place. • Pastoral support of staff, including temporary staff, alongside challenging and supportive conversations where necessary, is established. • Complaints process clearer, survey of parents states that we are responsive to feedback. • SMT are approachable to staff, open door policy in place, we protect NCCT as much as possible. • Clarity of expectations around issues such as collegiate planning, communication with parents/carers, dealing with low level behaviour is established. • We have aligned stage partners and classes, according to teachers' skills and experience in 25/26, to use staffing resources as effectively as possible. • Adherence to local policy to manage staff, e.g. Supp Attendance at Work, has reduced absence. Working within policies, while still being creative with staff. Stable staffing picture for August return. • Timetabling has improved and our communication across the Campus is better.

- Teaching staff and non-teaching staff have access to planned CLPL linked to SIP, and they have been consulted.
- Annual calendar is in place, aligned to SIP and ECCIP, following WTA being completed, reflective of ethos within the team.
- Initial signs in August are positive. Some positive 'shoots of growth' in attainment, evidence of significant changes to leadership and management of staff, resources and environment of the school, however across the 12 key measures our attainment remains lower than EAC average and Quartile 2 partner schools.