

East Ayrshire Council
Education and Skills

Establishment:
Whatriggs Primary



Establishment
Improvement
Plan
2026-27

School Improvement Plan	Whatriggs Primary School
(Acting) Head Teacher	Sean Maddocks
Date Submitted	Submitted to Chief Education Officer on: June 2026

School / Centre Vision and Values

The school currently has a motto **'Smart minds, Kind hearts'**.

The current Acting Head Teacher has recently led the school through a consultation process to help establish a newly created, shared vision, values and aims, which will be promoted across the school community from next session onwards. The newly created vision, values and aims are illustrated below:



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

Pupil and parental strategic involvement

For session 2026-27, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre	For session 2026-27, please describe below how parents will be involved in decisions relating to the operation of the school/centre
School leaders including Head / Depute boy and girl, P7 Prefects / Buddies and House / Vice Captain responsibilities in the senior school Pupil focus groups focusing on aspects of the improvement plan as well as HGIOS / HGIOURS quality indicators Daily conversations between children and SLT Pupil wellbeing questionnaire's focusing on the wellbeing indicators throughout the year Glow forms focusing on relevant school issues <i>Further opportunities to involve and engage children and young people in life of school and decisions will be explored next session.</i>	Engagement with Parent Council Glow forms / surveys relating to school issues Parents' Evening feedback SIP consultation Parent / child play events <i>Further opportunities to involve and engage parents and carers in life of school and decisions will be explored next session.</i>

Community Plan East Ayrshire 2015 - 2030



Together, in achieving our Vision, Partners will demonstrate:

Effective leadership

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

Collective ownership

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

Good governance

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

Democratic accountability

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

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

*Our
Vision*

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

We will:

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

National and Local Priorities

The Scottish Government's vision for education in Scotland:

- Excellence through raising attainment and improving outcomes
- Achieving equity

Key priorities of the National Improvement

Framework:

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

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

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



Scottish Attainment Challenge (SAC)

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

[Scottish Attainment Challenge Logic Model](#) –

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

SAC organisers:

- Learning and teaching
- Leadership
- Families and communities

East Ayrshire Plans

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

Our Leadership: Improvement priority:

To strengthen leadership at all levels across the school community, ensuring that staff and pupils demonstrate consistently high standards and expectations and play an active role in the ongoing creation, promotion and embedding of the school's shared vision, values and aims.

Rationale –

Through self-evaluation and quality assurance activities, the school has identified the need to further develop distributed leadership and strengthen ownership of the school vision, values and aims across all stakeholders. By developing a stronger culture of collaborative leadership and robust self-evaluation, the school will improve outcomes for learners, strengthen professional ownership and ensure sustainable improvement.

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism	Curriculum & assessment		School & ELC improvement	
HGIOS4 QIs:	1.1	1.2	1.3	2.2	3.1	3.2	
QF ELC:	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI	
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
Increase leadership opportunities and responsibilities for staff at all levels ensuring 100% of staff are leading or contributing to the school improvement	- Develop leadership roles and opportunities for all staff ensuring there are clear remits for SLT. - Provide meaningful CLPL for all staff members - Review PRD processes ensuring appropriate time is allocated for meetings			HT DHTs PTs HT DHTs HT	- Staff, pupil and parent surveys / focus groups will reflect increased leadership across all levels. - Monitoring of leadership participation		Monthly

agenda through collegiate activities.	- Strengthen distributed leadership through effective collegiate working. - Share good practice across the school through collegiate sessions and peer collaboration. - Provide relevant CLPL for support staff. - Keep informed of national and local developments including CIC. - All staff members will be responsible for promoting a newly created vision, values and aims. - Key staff members will attend EAC Leaders of Learning, and National Improving Writing inputs.		SLT All staff CTs HT HT All staff Key CTs	- Self-evaluation evidence linked to HGIOS4 1.3: Leadership of Change - Staff confidently leading aspects of school improvement. - Support staff will be upskilled providing increased level of support for pupils. - Vision, values and aims will be evident across school community.	
Strengthen meaningful pupil participation in decision-making and school improvement where every class is represented in pupil leadership groups and 100% of pupils are	- Increase opportunities for pupil leadership through committees, working groups, school leaders and learner participation activities. - Recently relaunched house system will be promoted across the school. - Stronger focus on UNCRC across the school.	✓	PTs SLT All staff PTs	- Staff, pupil and parent surveys / focus groups - Self-evaluation evidence linked to HGIOS4 - Evidence from quality assurance and learning visits	Monthly

consulted in whole school priorities.	Utilise HGIOURs to consult with pupils to inform school improvement.		HT	- Pupils actively shaping and influencing school life. - Increased sense of ownership as evidenced in wellbeing data and pupil surveys.	
Develop a culture of high expectations, collaboration and continuous improvement where there are positive relationships across the school community. 90% of pupils will be able to articulate the school vision and explain the values and how they influence school life.	- Review and refresh the school vision, values and aims collaboratively with staff, pupils and families. - Implement and promote vision, values and aims daily. - Explore opportunities to include parents in the life of the school. - Provide further opportunities for parents to be consulted on decisions relating to the school.		HT SLT All staff All staff SLT CTs	- Staff, pupil and parent surveys / focus groups will show increased involvement and engagement - Quality assurance activities - Evidence from quality assurance and learning visits 90% of pupils will be able to articulate the school vision and explain the values and how they influence school life. - High expectations evident across the school community.	Termly

				- Wellbeing data will improve - Attainment data will improve	
Embed robust self-evaluation procedures that lead to measurable improvements in learning and teaching.	- Embed a consistent cycle of self-evaluation using HGIOS4 quality indicators. - Use learning visits, quality assurance procedures, stakeholder feedback and data analysis to inform improvement planning.		HT HT DHTs	- Staff, pupil and parent surveys / focus groups - Monitoring of leadership participation - Self-evaluation evidence linked to HGIOS4 will lead directly to measurable improvements - Quality assurance activities will identify strengths and areas for development. - Attainment and wellbeing data will improve	Monthly

Teaching and Learning Together: Improvement priority: To improve the quality and consistency of learning and teaching across the school through the development of positive, nurturing and respectful learning environments where high-quality learning experiences are underpinned by the school's shared vision, values and aims.

Rationale –

Through ongoing self-evaluation, learning visits, stakeholder feedback, attainment analysis and quality assurance activities, the school has identified the need to further develop consistency in high-quality learning and teaching experiences across all stages and classes. By improving the consistency and quality of learning environments, assessment practices and learner engagement, the school will strengthen outcomes for all learners and ensure learning experiences reflect the shared vision, values and aims of the school community.

- Self-evaluation of HGIOS4 2.3: Learning, Teaching and Assessment rated the school at just below good (3.8). The aim would be by the end of the session to be a more secure good and working towards very good.

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism	Curriculum & assessment		Performance information	
HGIOS4 Qis:	2.3	2.2	3.1	3.2	1.2	1.1	
QF ELC:	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI	
ESIP key priorities:	N Our Leadership			Y Our Wellbeing		Y Our attainment	
Outcomes for our learners	Our actions/Approaches/Interventions		PEF	Who	Measures		Review/milestones
Improve consistency in high-quality learning and teaching across the school, ensuring all learning environments are nurturing, inclusive, respectful and supportive. Increased learner engagement, participation, resilience and motivation.	- Develop consistent approaches to high-quality learning and teaching across the school. - Create, implement and evaluate a shared Whattriggs Primary Excellent Lesson framework, developed collaboratively through professional dialogue, self-evaluation and evidence-informed practice.		✓	SLT CTs All staff DHTs CTs CAs	- Learning visits and quality assurance activities will show increased consistency in classroom practice and learning environments. - There will be evidence of high-quality teaching and learning across the school.		Termly

	• Develop more inclusive learning environments across the school through engagement with CIRCLE framework. • Improve the use of EAC progression frameworks to provide appropriate support and challenge for pupils. • Increase opportunities for learner voice, leadership and active participation within learning. • Implement aspects of Leaders of Learning Programme and National Improving Writing Programme • Audit and purchasing of literacy and numeracy resources to support teaching and learning. • Provide professional learning and opportunities to share good practice linked to pedagogy, assessment and inclusive practice. • Use HGIOS4 QI 2.3 to support self-evaluation and improvement activities.		CTs PTs CTs Lead CTs SLT HT DHTs HT All staff DHT CTs	• Stakeholder surveys and feedback will reflect improvements. • Learners are active, engaged and motivated participants in their learning. • Learning environments are calm, nurturing, inclusive and respectful. • High-quality learning experiences are consistently evident across the school.	
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	- Evaluate and develop pedagogy in infant classes to reflect national guidance and current philosophy. - Ensure that all curriculum and planning resources are easily accessible in staff shared drive		PT CTs PT CTs		
Improve the use of assessment evidence to inform next steps in learning and teacher judgement and strengthen tracking and monitoring processes to support pupil progress and attainment.	- Review and strengthen assessment and moderation practices. - Improve the use of formative assessment strategies. - Creation and implementation of an assessment overview. - Develop consistent approaches to tracking and monitoring pupil progress.	✓	HT SLT CTs CTs HT CTs HT DHTs CTs	- Attainment and tracking data will be more accurate and informed. - Assessment evidence and teacher professional judgement will be informed by more effective use of assessment. - Assessment information clearly informs next steps in learning. - Staff confidently use data and assessment evidence to support learner progress.	Termly
High expectations for all learners which reflect	All staff will model the shared values		All staff	Monitoring of wider achievement participation	Termly

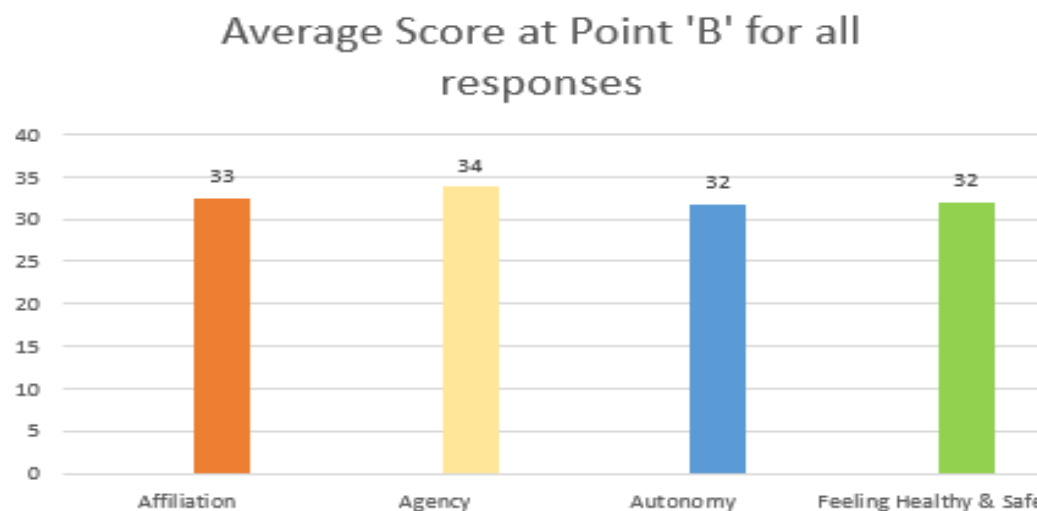
the shared vision, values and aims where pupil achievements in and out of school are recognised and celebrated effectively.	• Celebrate and track wider achievements both within and beyond school. • Promote the newly created shared vision, values and aims.		HT CTs All staff	will see an increased recognition and celebration of success. • Pupils demonstrate resilience, independence and ownership of learning. • Achievement is valued and celebrated across the school community.	
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Our Wellbeing and Belonging: Improvement priority: To strengthen wellbeing, equality and inclusion across the school by creating a safe, nurturing and rights-respecting environment where all children feel valued, listened to and supported through positive relationships, consistent wellbeing approaches and robust ASN procedures.

Rationale –

Through self-evaluation activities, wellbeing data, stakeholder feedback, pastoral monitoring and professional dialogue, the school has identified the need to further embed a consistent whole-school approach to wellbeing, equality and inclusion. Although some positive relationships exist, there is a need to develop a more consistent shared understanding of wellbeing and children's rights. Staff are committed to supporting wellbeing, but approaches and language linked to the wellbeing indicators are not yet fully embedded across all aspects of school life. There is a need for greater consistency and clarity regarding approaches to promoting inclusion and supporting children with additional support needs.

By embedding a nurturing and inclusive ethos grounded in children's rights and wellbeing, the school will improve outcomes for all learners and ensure every child feels safe, respected, included and supported to achieve success. The bar chart below shows whole school ratings from GMWP pupil survey. The aim is to improve scores in all areas with a specific focus on Autonomy (respected and responsible) and Feeling Health and Safe.



NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism		Parent/carers involvement & engagement		Performance information															
HGIOS4 QIs:	3.1	2.1	2.4	1.2	1.3	1.5																
QF ELC:	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI																
ESIP key priorities:	Y Our Leadership		Y Teaching & Learning		Y Our attainment																	
Outcomes for our learners	Our actions/Approaches/Interventions			PEF	Who	Measures	Review/milestones															
Develop a shared understanding of wellbeing and children’s rights across the school community. This will be reflected in GMWP ratings as illustrated in table and statements below. <table><tr><td>GMWP Measure</td><td>2025/26 baseline</td><td>2026/27 target</td></tr><tr><td>Affiliation</td><td>33</td><td>35</td></tr><tr><td>Agency</td><td>34</td><td>35</td></tr><tr><td>Autonomy</td><td>32</td><td>35</td></tr><tr><td>Healthy & Safe</td><td>32</td><td>35</td></tr></table>	GMWP Measure	2025/26 baseline	2026/27 target	Affiliation	33	35	Agency	34	35	Autonomy	32	35	Healthy & Safe	32	35	- Promote and embed the wellbeing indicators and values into daily practice. - Ensure the EAC HWB framework is implemented across the school. - Strengthen nurturing and restorative approaches across the school through CLPL and engagement with CIRCLE framework. - Provide professional learning linked to wellbeing, inclusion, trauma-informed practice and children’s rights. - Promote UNCRC across the school.			✓	PTs CTs DHTs CTs Ed Psych HT Ed Psych PTs	- Increased evidence of children feeling safe, included and listened to through wellbeing surveys and learner conversations. - Increased staff confidence and consistency in using wellbeing indicators and rights-based approaches. - Increased evidence of positive relationships and inclusive practice. - Improved wellbeing and engagement data.	Termly
GMWP Measure	2025/26 baseline	2026/27 target																				
Affiliation	33	35																				
Agency	34	35																				
Autonomy	32	35																				
Healthy & Safe	32	35																				

Increase number of children who score 8 or above when asked if they feel safe in school by 8pp from 72% to 80%. Increase the number of children who score 8 or above when asked if they feel listened to by 13pp from 62% to 75%.	- Monitoring and tracking wellbeing and inclusion data using GMWP model. - Provide relevant interventions including Seasons for Growth, LIAM and ASL / Nurture provision for identified pupils.		PTs DHTs		
Strengthen positive, nurturing and supportive relationships across the school, embedding the wellbeing indicators as an integral part of school life and learning, where all children have increased opportunities to discuss these.	- Increase opportunities for pupil voice and wellbeing conversations. - Continue to use GMWP wellbeing surveys and increase learner conversations - Develop ASL / Nurture provision and restorative approaches across the school - Staff consistently model behaviours which support wellbeing and inclusion. - Promote newly created values to improve relationships across the	✓	PTs PTs DHTs All staff All staff Pupils Parents	- Increased evidence of children feeling safe, included and listened to through wellbeing surveys and learner conversations. - Increased staff confidence and consistency in using wellbeing indicators and rights-based approaches. - Increased pupil confidence in discussing wellbeing and personal issues.	Termly

	school, considering EAC anti-bullying policy.			- Consistent use of wellbeing indicators across school life. - Positive relationships are evident across the school community.	
Strengthen inclusive practices and robust ASN procedures in line with statutory requirements, improving outcomes for all children through effective partnership working and personalised support.	- Review and improve ASN procedures and staged intervention processes. - Creation of ASL classes to support targeted pupils - Ensure statutory duties and requirements relating to ASN are consistently implemented. - Strengthen partnership working with families and external agencies. - Develop consistent approaches to providing support and promoting equity, ensuring key aspects of The Promise are implemented for care experienced pupils. - Parental engagement and consultation activities	✓	DHTs CTs DHTs HT DHTs CTs HT DHTs CTs HT DHTs PTs CTs SLT HT	- ASN monitoring and tracking information will show improved consistency in ASN processes and personalised support planning. - ASN procedures are robust, consistent and clearly understood. - Increased engagement with families and partners in supporting wellbeing and inclusion. - Learners experience high-quality personalised support leading to improved outcomes.	Monthly

	• Staff professional learning will take place for CTs and CAs		DHT	• Feedback from families and partners will be positive.	
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Our Attainment, Destinations and Achievements: Improvement priority: To improve attainment and achievement for all learners through high-quality literacy and numeracy approaches, effective use of assessment and tracking data, targeted interventions and the reduction of barriers to learning to ensure equity and improved attendance.

Rationale –

Through attainment analysis, tracking and monitoring processes, self-evaluation activities and stakeholder feedback, the school has identified the need to further improve outcomes in literacy and numeracy and strengthen approaches to raising attainment for all learners.

- Tracking meetings and assessment data are in place but require more consistent analysis and use to measure progress over time and at key transition points.
- Teacher professional judgement is informed by some baseline assessment evidence; however, moderation and assessment practices require further development to ensure greater consistency and reliability.
- Increased use of interventions to support learners is required, ensuring impact of targeted supports are evaluated.
- Barriers to learning, including attendance, wellbeing and equity factors, continue to impact outcomes for some learners.
- Partnerships with families and external agencies are positive in some cases but could be used more effectively to support attainment and achievement.

By strengthening assessment, tracking and intervention approaches and reducing barriers to learning, the school will improve attainment, attendance and equity for all learners.

NIF key drivers:	Curriculum & assessment		School & ELC improvement		Teacher & practitioner professionalism		Performance information
HGIOS4 QIs:	3.2	2.3	2.4		1.1	1.2	3.1
QF ELC:	Select QI	Select QI	Select QI		Select QI	Select QI	Select QI
ESIP key priorities:	N Our Leadership		Y Teaching & Learning		Y Our Wellbeing		
Outcomes for our learners	Our actions/Approaches/Interventions			PEF	Who	Measures	Review/milestones

Improve attainment in literacy and numeracy across the school with a specific focus on the following areas <table><tr><th colspan="3">Reading</th></tr><tr><th>Stage</th><th>Baseline</th><th>Target</th></tr><tr><td>P2</td><td>64%</td><td>70%</td></tr><tr><td>P3</td><td>66%</td><td>70%</td></tr><tr><td>P5</td><td>69%</td><td>75%</td></tr><tr><td>P6</td><td>69%</td><td>75%</td></tr><tr><td>Whole School</td><td>73%</td><td>78%</td></tr></table> <table><tr><th colspan="3">Writing</th></tr><tr><th>Stage</th><th>Baseline</th><th>Target</th></tr><tr><td>P2</td><td>45%</td><td>60%</td></tr><tr><td>P3</td><td>64%</td><td>70%</td></tr><tr><td>P5</td><td>62%</td><td>70%</td></tr><tr><td>P6</td><td>57%</td><td>65%</td></tr><tr><td>Whole School</td><td>66%</td><td>71%</td></tr></table> <table><tr><th colspan="3">Numeracy</th></tr><tr><th>Stage</th><th>Baseline</th><th>Target</th></tr></table>	Reading			Stage	Baseline	Target	P2	64%	70%	P3	66%	70%	P5	69%	75%	P6	69%	75%	Whole School	73%	78%	Writing			Stage	Baseline	Target	P2	45%	60%	P3	64%	70%	P5	62%	70%	P6	57%	65%	Whole School	66%	71%	Numeracy			Stage	Baseline	Target	• Develop consistent high-quality approaches to literacy and numeracy across the school. • Implement a newly created shared Excellent Lesson • SLT and peer observations will take place • Professional learning and moderation activities • Tracking and attainment meetings • Use of standardised and formative assessment data	✓	SLT CTs HT CTs SLT CTs HT CTs SLT	• Increased attainment in literacy and numeracy across identified stages/groups. • Moderation evidence and professional dialogue • Collegiate events and professional development will impact positively on teaching, learning and attainment. • Tracking and monitoring paperwork	Termly
Reading																																																					
Stage	Baseline	Target																																																			
P2	64%	70%																																																			
P3	66%	70%																																																			
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<table><tr><td>P5</td><td>62%</td><td>70%</td></tr><tr><td>P6</td><td>60%</td><td>66%</td></tr><tr><td>Whole School</td><td>76%</td><td>80%</td></tr></table>	P5	62%	70%	P6	60%	66%	Whole School	76%	80%					
P5	62%	70%												
P6	60%	66%												
Whole School	76%	80%												
Ensure interventions are targeted, evidence-based and effectively evaluated, reducing barriers to learning and improve equity for all learners.	• Use attainment data and assessment evidence to identify targeted support and interventions. • CLPL will be provided for support staff. • Targeted interventions and support programmes including Five-Minute Box, Reading Extra, Nessy and Cogmed • Strengthen partnership working with families and external agencies to support learner progress. • Robust processes to transitions and pass on information of pupils • Multi-agency collaboration and partnership working	✓	HT DHTs CTs HT DHTs CAs SLT All staff HT DHT CTs	• Increased evidence of targeted interventions improving outcomes for learners. • Intervention evaluations and impact measures • Tracking and monitoring paperwork • Collegiate / Quality Assurance Calendar	Termly									

Increase overall attendance and engagement by 4pp from 87% to 91% and in stages shown in table. <table><tr><th colspan="3">Attendance</th></tr><tr><th>Stage</th><th>Baseline</th><th>Target</th></tr><tr><td>P3</td><td>85%</td><td>90%</td></tr><tr><td>P4</td><td>88%</td><td>91%</td></tr><tr><td>P6</td><td>87%</td><td>90%</td></tr></table> Reduce the number of pupils identified as persistently absent (below 90%) by 15pp from 35% to 20%.	Attendance			Stage	Baseline	Target	P3	85%	90%	P4	88%	91%	P6	87%	90%	• Attendance monitoring and family engagement • Multi-agency collaboration and partnership working • ASL classes established • Seek opportunities to provide appropriate pupil support	✓	HT HT DHTs DHTs DHTs CAs	• Improved attendance rates across the school. • Attendance tracker tool	
Attendance																				
Stage	Baseline	Target																		
P3	85%	90%																		
P4	88%	91%																		
P6	87%	90%																		

2025-26 baseline						2026-27 targets						2025-26 actual					
	Reading	Writing	L&T	Literacy	Numeracy		Reading	Writing	L&T	Literacy	Numeracy		Reading	Writing	L&T	Literacy	Numeracy
P1	84	79	92		91	P1	85	85	90		85	P1					
P2	64	45	94		84	P2	86	82	95		93	P2					
P3	66	64	86		84	P3	70	60	96		84	P3					
P4	76	71	93		77	P4	70	70	90		84	P4					
P5	69	62	80		62	P5	75	75	96		81	P5					
P6	69	57	77		61	P6	75	70	90		70	P6					
P7	87	80	88		82	P7	74	65	86		66	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	84							P1	79							P1	92							P1	91						
P2	83.5	64						P2	80.6	45						P2	92.4	94						P2	89.2	84					
P3	100.0	81.1	66					P3	87.5	78.3	64					P3	100.0	91.8	86					P3	100.0	84.3	84				
P4	93.8	100.0	77.1	76				P4	93.8	82.4	76.0	71				P4	81.3	100.0	90.1	93				P4	100.0	88.2	80.6	77			
P5	87.5	100.0	100.0	78.0	69			P5	87.5	100.0	87.5	76.0	62			P5	100.0	100.0	100.0	91.2	80			P5	100.0	100.0	100.0	80.5	62		
P6	84.2	100.0	95.0	95.2	78.8	69		P6	78.9	89.5	95.0	95.2	74.3	57		P6	100.0	100.0	100.0	90.5	91.0	77		P6	100.0	94.7	95.0	85.7	76.5	61	
P7	95.5	-	76.2	81.8	82.6	76.8	87	P7	81.8	-	76.2	81.8	78.3	72.2	80	P7	100.0	-	95.2	95.5	95.7	89.6	88	P7	95.5	-	76.2	77.3	73.9	74.5	82

WHATRIGGS PRIMARY SCHOOL

SCHOOL IMPROVEMENT PRIORITIES 2026-27



OUR LEADERSHIP

Embed our new vision, values and

- ✓ aims in all aspects of school life.
- ✓ Develop leadership opportunities for all staff and pupils.
- ✓ Strengthen pupil voice and participation in improvement.
- ✓ Promote high expectations, collaboration and continuous improvement.
- ✓ Use self-evaluation and feedback to improve outcomes for all learners.



OUR WELLBEING & BELONGING

- ✓ Ensure every child feels safe, valued, respected and listened to.
- ✓ Promote children's rights and the wellbeing indicators across school life.
- ✓ Strengthen positive relationships through nurturing and restorative approaches.
- ✓ Improve support for children with additional support needs.
- ✓ Work closely with families and partner agencies to improve outcomes for all children.



TEACHING & LEARNING TOGETHER

- ✓ Develop a shared understanding of excellent learning and teaching through our Whatriggs Excellent Lesson.
- ✓ Create nurturing, inclusive and engaging learning environments.
- ✓ Improve assessment, moderation and tracking procedures.
- ✓ Increase learner participation, resilience, independence and motivation.
- ✓ Celebrate success and ensure learning reflects our vision, values and aims.



OUR ATTAINMENT, DESTINATIONS & ACHIEVEMENTS

- ✓ Raise attainment in literacy and numeracy.
- ✓ Improve the use of assessment information and tracking processes.
- ✓ Deliver targeted interventions and support to reduce barriers to learning.
- ✓ Improve attendance, engagement and participation.
- ✓ Ensure every child has the opportunity to achieve success and thrive.



At Whatriggs, we are learning together to build a kind, respectful, responsible, resilient and inclusive community.

OUR VALUES



KINDNESS



RESPECT



RESPONSIBILITY



RESILIENCE



INCLUSION

Be Kind.
Be Your Best.
Be Proud of
Whatriggs!