

Whatriggs Primary School



Establishment Context

Whatriggs Primary is a non-denominational school in Bellfield, which lies in the south-east of Kilmarnock. The school was opened in August 2017 following the merge of Bellfield and Kirkstyle Primary School. Originally centred around the 19th-century Bellfield Estate, the residential suburb has evolved into a growth area with social housing, educational institutions, and proposed industrial sites, supported by its strategic position at key road junctions such as The Bellfield Interchange.

The history of Bellfield is tied to the Bellfield Estate, a 250-acre property owned by the Buchanan family from Glasgow in the late 19th century, which included a grand mansion house, library, and walled garden. Upon the death of Elizabeth Buchanan in 1875, the estate was bequeathed to the people of Kilmarnock for public use, with the Buchanan sisters contributing significantly to local education, poverty relief, and charitable causes, including donations totalling £86,200 (equivalent to over £4 million today). The mansion was demolished in the 1970s due to maintenance costs, but remnants like the walled garden and imported Redwood trees remain, now part of a heritage and nature trail developed by local pupils. Additionally, the area hosted Bellfield Colliery from 1880 to 1896, operated initially by the Bellfield Coal Company and later by other firms, reflecting its industrial mining heritage near Kilmarnock.

There is still a sense of community in Bellfield; however, the school has lost some of the meaningful links that it once had. There is an opportunity to establish and build sustainable links in the local and wider area, to benefit the pupils of Whatriggs Primary.

The school's current role is 438 pupils of whom 36% are entitled to free school meals and 43% live within SIMD 1 or 2 deciles. 24% of pupils have been identified with additional support needs. There is a negative trend in relation to attendance, with overall attendance dropping from 93% in 2019 to currently 89%. Although there are similar trends at authority and national level, Whatriggs Primary School's attendance percentage still sits below both comparative measures. There has been a consistent number of pupil exclusions, with a slight increase this session.

We are proud of the relationships that exist with Kilmarnock Academy and its other feeder schools that belong to the Kilmarnock Academy Education Group. We have worked collegiately with these schools to enhance quality assurance and self-evaluation procedures, leading to improvements in our schools. We look forward to building on these relationships and forming new partnerships across the local and wider community.

The school is currently under temporary leadership with the current Acting Head Teacher being in place since March 2026. Two permanent Depute Head Teachers were appointed at the end of session 2026-27, both who had previously been in the roles in an acting capacity since March 2026 and November 2025. This Standards and Quality report is based on the quality assurance and self-evaluation processes undertaken during the current SLT's time at Whatriggs Primary, as well as the progress made during session 2025-26. An updated school improvement plan was created by the Quality Improvement Officer in early 2026, which informs the improvement priorities detailed in this report.

Establishment Vision, Values and Aims

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 introduced and promoted across the school community from next session onwards. The newly created vision, values and aims are illustrated below:

The infographic features a background image of the school building. At the top, the text 'Together we learn, grow and achieve.' is displayed in a mix of blue, green, and yellow, with a sun icon on the left and stars on the right. Below this, the school's name 'Whatriggs Primary School and Early Childhood Centre' is visible on the building facade.

Our Values

- Kindness** (Heart icon): We care for ourselves, others and our community.
- Respect** (Handshake icon): We value everyone and treat others with dignity.
- Responsibility** (Person with star icon): We make positive choices and take pride in our actions.
- Resilience** (Flag on a stick icon): We keep trying, learn from mistakes and believe in ourselves.
- Inclusion** (Group of people icon): We ensure everyone feels welcomed, valued and heard.

Our Aims

- Nurture wellbeing and belonging.** (Heart icon): Create a safe, inclusive and caring environment where every child feels valued, respected and supported.
- Inspire successful learners.** (Open book icon): Provide high-quality learning experiences that enable every child to achieve their potential.
- Build confidence and resilience.** (Person with star icon): Develop confident individuals who believe in themselves, embrace challenges and are prepared for future learning and life.
- Encourage responsibility and respect.** (Group of people icon): Promote positive relationships, kindness and responsible citizenship within our school and wider community.
- Empower children to contribute and thrive.** (Globe icon): Provide opportunities for leadership, creativity and achievement so that every child can make a positive difference and flourish.

At Whatriggs Primary School and Early Childhood Centre, we are proud to be a **Kind, Respectful, Responsible, Resilient and Inclusive** community.

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Improvement Priority <i>(Expressed as outcomes for learners)</i> Staff and learners will have opportunities to contribute the life of the school and in decision making; enabling them to develop skills in leadership, problem-solving and collaboration.	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	<u>Leaders of Learning</u> Two members of teaching staff have attended sessions quarterly to develop skills and understanding. This has then been shared through collegiate sessions to staff in the school. The school focused mainly on feedback and how that looked in our school. As a staff, we identified that we did not have a consistent approach and that some areas of the curriculum were more suitable to be able to provide feedback. Consequently, as a staff we decided to try the approach of Tickled Pink and Green for Growth. Last year we piloted this in Expressive Arts, with a focus particularly on art. This was shown to have a positive impact throughout the school and pupils, and staff were able to provide more meaningful feedback. As a result, this year we expanded it to Literacy, with a particular focus on writing. It is evident from jotters that this is beginning to be used in some areas of the school. This year the focus has been on Learning Intentions (LI) and Success Criteria (SC). Staff had a session at the beginning of the year to recap feedback and re-evaluate where we were with LI and SC. Staff had open discussions around the benefit of children knowing specific success criteria and having co-created them. The suggestion was however that there was not always a need for it to be displayed – especially in the younger stages. The importance of modelling specific Success Criteria was also discussed as this makes a huge impact for the children, concerning the process and the product of the task. The impact of this has been seen across the school in observations by SLT where LI and SC are used consistently to communicate the main learning intentions and how pupils will achieve success. <u>National Improving Writing Programme</u> Participation in the National Improving Writing Programme (Cohort 3) has had a positive impact on both learner outcomes and staff confidence in Primary 4 and 5. A clear and consistent approach to the teaching of writing has been established through the implementation of the	

programme as a cohesive “writing bundle” rather than isolated strategies. This has supported progression in writing skills and ensured greater consistency in expectations and delivery within classrooms.

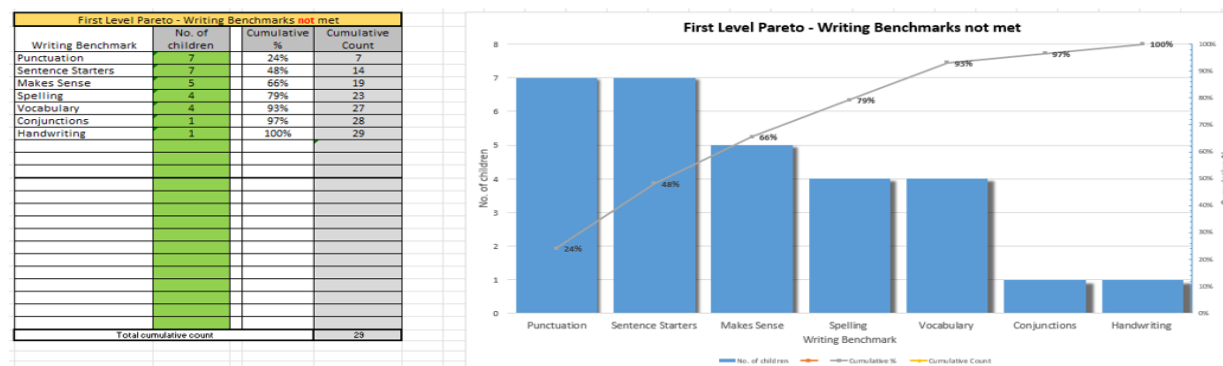
Teachers have embedded the core components of the writing bundle into daily practice through explicit modelling, shared writing, regular conferencing and targeted feedback. Writing lessons have been structured to provide clear learning intentions, success criteria and opportunities for pupils to apply taught skills in meaningful contexts. Daily writing opportunities have increased pupils’ engagement and confidence in writing, while the use of small, achievable targets has enabled pupils to focus on specific next steps and experience success more regularly. As a result, most pupils are demonstrating measurable improvement in the quality and independence of their writing.

The systematic use of assessment and tracking data has strengthened the school’s ability to monitor progress over time. Pupils have been encouraged to reflect on their own progress through visible tracking and discussion of individual aims and targets. This has supported increased learner ownership and motivation, with pupils able to identify clear improvements in their writing attainment.

The image below shows the results from the use of the Pareto tool, to identify the main need for focus:

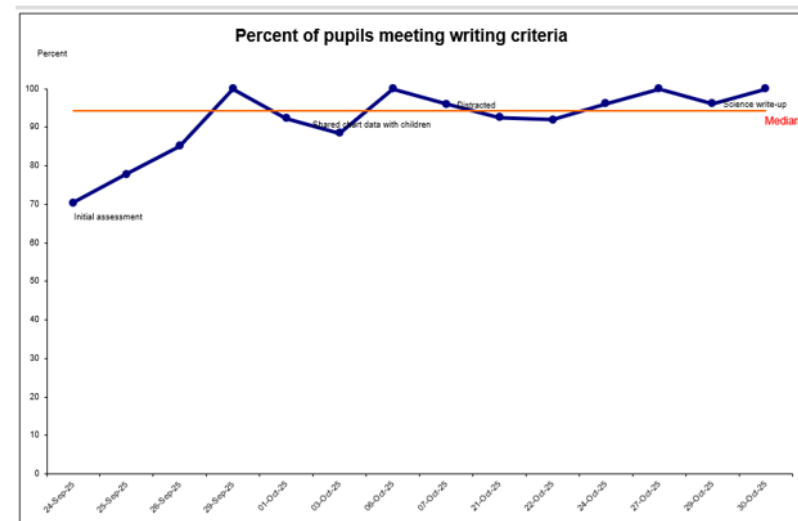
Pareto

7/27 pupils in P5B (working within First Level)



Staff report increased confidence in the teaching and assessment of writing because of professional dialogue, shared approaches and the consistent use of programme methodologies. Collegiate working and moderation activities have supported greater consistency in teacher judgement and contributed to improved outcomes for learners.

The image below illustrates a Run Chart, recording the progress made by a P5 class towards their aims:



Pupil Leadership

When the current Acting SLT arrived at the school, there was no evidence of House / Vice Captains or pupil leaders. The process of selecting these had been undertaken earlier in the school session; however, the pupil leaders had not been announced. A priority of the new leadership team was to increase pupil leadership and raise the profile of these important roles across the school.

The House and Vice Captains together with overall School Captains were announced at an assembly with relevant badges awarded. The pupils have since been given roles and responsibilities around the school, supporting whole school initiatives, systems and processes that have been introduced or re-established in the school. Primary 7 pupils in general have been provided with roles and responsibilities in the school, with a particular focus on buddying the current Primary 1 cohort.

This has supported a more positive culture and ethos in the school, where senior pupils have ownership and pride in their school. It has seen children's self-esteem increase with pupils contributing more to the life of the school.

Pupils have also been involved in pupil focus groups, providing important information and feedback as part of the quality assurance projects, focusing on teaching and learning and contributing to the consultation process to establish a shared vision, values and aims, which will be introduced and promoted in session 2026-27.

The photo below is of our house captains and vice captains, and two school leaders:



	<u>Parents and Community Engagement</u> Since arriving at the school in March, the new Senior Leadership Team (SLT) have ensured that there is more effective communication with parents, carers, partners and community members. This has led to improved relationships across the school community, where parents feel listened to and work together with school staff to achieve the best outcomes for pupils. There are improved lines of communication across the whole school including staff, pupils and parents. The school app is used effectively to ensure that parents are informed of events and activities in a timely manner, and parental concerns are addressed in a positive and supportive way. Links with the Parent Council have been re-established and positive relationships built. This has led to the Parent Council organising fundraising activities and supporting with events in the school. The Acting Depute Head Teachers have led Team with the Family (TWTF) meetings for all pupils on the ASN log to establish relationships as well as ensuring that pupil targets and supports are in place. Parents have had the opportunity to contribute to the whole-school consultation on the new shared vision, values and aims, which will be introduced and promoted next session.
Next Steps	• Promote and embed our new vision, values and aims across the whole school community. • Develop leadership opportunities for all staff and pupils. • Strengthen pupil voice and ensure children help shape school improvement. • Build a culture of high expectations, collaboration and continuous improvement. • Use self-evaluation and stakeholder feedback to improve outcomes for all learners. • Provide further opportunities for parents to be involved and engaged in their children's education.

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Improvement Priority <i>(Expressed as outcomes for learners)</i> Ensure consistent, high-quality learning and teaching across the school.	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	<u>Quality Assurance and Self-Evaluation</u> The new SLT have ensured that quality assurance and self-evaluation processes are in place. Since arriving to the school in March, the SLT have undertaken a round of learning observations, tracking progress and achievement, pupil focus groups and whole-staff self-evaluation focusing on 2.3 Learning, Teaching and Assessment. These processes have allowed SLT and staff to highlight current strengths as well as identifying areas for development, informing the school improvement priorities for next session. Strengths were identified in learning, teaching and assessment, but there is a requirement for more consistency of approach across the school. The feedback collected from pupils reflected the observations made by SLT during classroom observations as well as through tracking meetings. The priorities for next session can be seen in the school improvement plan. There will a clear calendar of quality assurance and self-evaluation activities in place for session 2026-27. <u>Project Based Learning (PBL)</u> A working party was set up and led by a PT and worked on the development and introduction of Project Based Learning in relation to Social Subjects and Enterprise. Primarily the working party engaged with a variety of case studies from local authority and national examples, and focused on the meta skills framework from Skills Development Scotland, Education Scotland guidance and the following books ‘Modern PBL: Project-based Learning in the Digital Age’ and ‘Project Based Learning made simple’. A planning format was developed from this and implemented across the primary 6 stages for term 2, it was then evaluated and changed to make it more user friendly to meet the needs of the school. This informed how planning might look for this in the short, medium and longer term. It was also considered that the learning should be visible in the classroom but adaptable for each stage and class. Finally, it was considered that it needs to visually linked to the meta skills and pupils need to understand more about these in order to get the best from their learning. The planner was useful as a working document and for setting out what skills were being covered along with LI and SC. It was user friendly and led to more effective tracking of the curricular and meta skills. The children were engaged in the learning activities and enjoyed more enriched learning experiences because the curricular areas, meta skills and method of delivery had been considered more carefully at the planning stage.	

Play Pedagogy

Led by one of the ADHTs, infant teaching staff have engaged with national guidance including 'Realising the Ambition' and 'Getting Started with Play Pedagogy in P1' to inform pedagogy in the infant classes, with a particular focus on developing P1 pedagogy. This has also been shared with and explored with identified teaching staff who have been placed in Primary 1 and 2 classes for next session, with a view to developing the learning environments to make them more conducive to effective approaches to teaching and learning in these stages.

This is in the early stages where identified staff have engaged in documentation and theory, and the view is to implement this fully in session 2026-27.

New resources have been purchased to facilitate the appropriate setup of P1 and 2 classes where there is a focus on play, provocations, interactions and observations of pupil learning. Current Primary 1 teachers have implemented some aspects of this as a pilot, and infant teachers next session will carry this forward next session. Relevant CLPL and opportunities to visit other sector leading schools in this area have been identified to support the development of pedagogy in the infant classes at Whatriggs Primary.

This has challenged thinking and practice in the school and has led to new approaches being implemented, with pupils enjoying richer learning experiences where they have increased independence and ownership of their learning experiences.

Digital Technologies

Since January, digital technologies have been implemented more consistently across the school. Pupils have developed an increased understanding of the importance of using individual usernames and passwords to ensure their safety online, as well as gaining confidence in logging into devices efficiently.

The introduction of platforms such as ClickView, Linguascope, White Rose Maths and Nessy has enabled staff to deliver more coherent, engaging, and well-structured lessons, while also supporting efforts to raise attainment through the effective use of digital technology.

In addition, targeted pupils with identified gaps in learning have been supported using Nessy. This intervention has contributed to addressing these gaps while also enhancing learner motivation with interactive digital media.

The increased and consistent use of digital technologies across the school has had a positive impact on both teaching and learning. Pupils' improved understanding of secure login procedures and the use of individual usernames and passwords enhances their awareness of online safety while also promoting independence and responsibility when accessing digital devices.

The integration of platforms such as ClickView, Linguascope, White Rose Maths and Nessy supports a more structured and engaging approach to lesson delivery. This has increased pupil engagement, improved differentiation, and provided greater opportunities for interactive learning, all of which contribute to raising overall attainment.

Next Steps

- Develop a shared understanding of high-quality learning and teaching through our Whatriggs Excellent Lesson.
- Implement reviewed Quality Assurance calendar to highlight strengths and identify improvement priorities.
- Create nurturing, inclusive and engaging learning environments.
- Develop pedagogy in the infant classes informed by national guidance.
- Improve assessment, moderation and tracking procedures.
- Increase learner participation, resilience, independence and motivation.
- Celebrate success and ensure learning reflects our vision, values and aims.

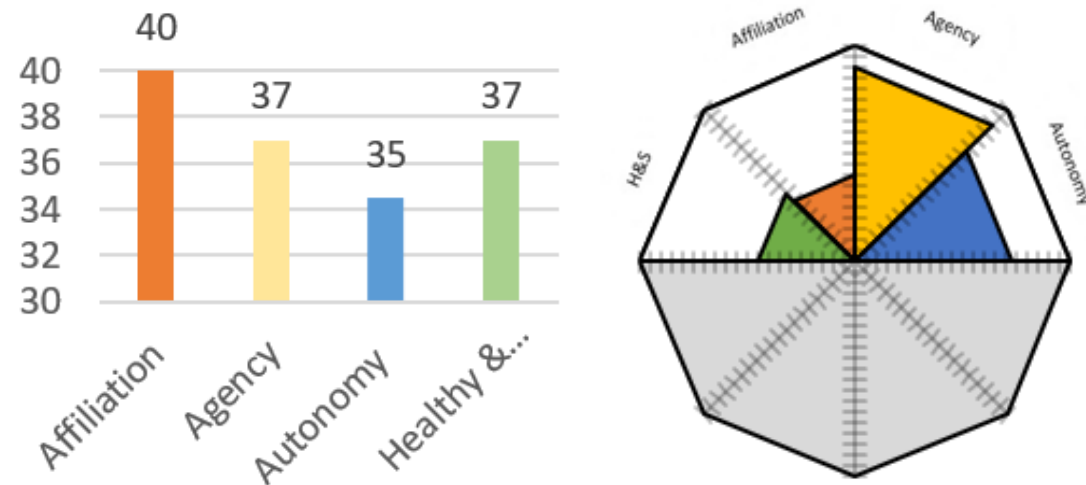
Improvement Priority <i>(Expressed as outcomes for learners)</i>	Improvement Priority <i>(Expressed as outcomes for learners)</i> Ensuring learner’s and staff wellbeing are improved across the school.	Education Service Improvement Plan Priority 3: Our Wellbeing and Belonging We want all of our young 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.
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Our Wellbeing and Belonging

Progress and Impact	<u>GMWP Tracking of Pupil Wellbeing</u> The GMWP Wellbeing tool is utilised by teaching staff to collect feedback from pupils relating to their wellbeing. This is then collated by one of the PTs in the school and has informed improvement priorities for next session. The bar chart below illustrates the ratings for the whole school for the four areas of Affiliation, Agency, Autonomy and Felling Healthy and Safe. The current AHT has explored the data further, analysing specific questions asked to pupils and identifying trends and patterns. The strengths are highlighted in the table, showing that affiliation and agency score higher than autonomy and feeling healthy and safe. Using the information collated from GMWP pupil surveys, it was identified that 72% of pupils feel safe in the school, and 62% feel listened to. These are clearly areas that will be focuses for improvement in session 2026-27. Average Score at Point 'B' for all responses <table border="1"> <thead> <tr> <th>Category</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Affiliation</td> <td>33</td> </tr> <tr> <td>Agency</td> <td>34</td> </tr> <tr> <td>Autonomy</td> <td>32</td> </tr> <tr> <td>Feeling Healthy & Safe</td> <td>32</td> </tr> </tbody> </table>	Category	Average Score	Affiliation	33	Agency	34	Autonomy	32	Feeling Healthy & Safe	32
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The charts below provide an illustration of a sample of one specific pupil's feedback and results. These are collated by a PT in the school, with information then provided to class teachers. Teachers then provide supports and interventions at a classroom level, and if necessary, this will be escalated to SLT to follow up on.

Further opportunities to provide support to identified pupils, as well as promoting wellbeing universally across the school, will be explored further next session with a view to increasing the overall ratings, as detailed in next steps section and in the 2026-27 SIP.



Additional Support Needs

ASN procedures were systematically audited during Terms 3 and 4 to strengthen the effectiveness of planning, targeted interventions, and support provision for pupils. This review process enabled staff to identify areas for improvement and ensure that support strategies are responsive to individual learning needs.

All relevant documentation has been carefully reviewed and updated, ensuring that targets for pupils with Additional Support Needs (ASN) are clear, appropriate, and measurable. This has supported greater consistency in planning and monitoring pupil progress.

In addition, *Team with the Family* meetings have been conducted to foster meaningful engagement with parents and carers. These collaborative discussions have provided opportunities for families to share insight into their child's needs and to play an active role in shaping support plans, ensuring a more inclusive and holistic approach to pupil wellbeing and development.

Relationships and Behaviour

There has been a focus on improving the relationships, culture and ethos in the school. The current Acting SLT have implemented systems and processes to support more effective operational running of the school. Standards and expectations in terms of behaviour have been increased, with pupil successes and wider achievements being celebrated at weekly assemblies. Together with the introduction of pupil leadership roles and the house point system, this has seen an improved culture and ethos in the school, where pupils are more respectful towards each other and staff.

Nurture / ASL Provision

A class teacher and an ELCP were funded through PEF to support the creation of an infant and upper Nurture provision. This has supported several pupils over the course of this session. Assessment and consultation with Ed Psych is undertaken to identify pupils who may benefit from nurture support. This has led to increased attendance in school for some pupils and increased engagement with school life.

This is going to be an area of focus for next session, with a more focused and targeted approach being provided to support individual pupil needs.

Next Steps

- Ensure every child feels safe, valued, respected and listened to.
- Promote new school values, 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.

HWB stretch aims for 2026/27

GMWP Measure	2025/26 baseline	2026/27 target
Affiliation	33	35
Agency	34	35
Autonomy	32	35
Healthy & Safe	32	35

	Specific wellbeing aims	2025/26 baseline	2026/27 aim	
	Children feeling safe in school	72%	80%	
	Children who feel listened to	62%	75%	

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Improvement Priority <i>(Expressed as outcomes for learners)</i>	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.
Our Attainment, Destinations and Achievements		
Progress and Impact	<u>Attainment Data</u> As outlined previously in this report, the current Acting Head Teacher undertook a round of tracking meetings to gather information from tracking period 3. From this exercise, together with learning observations undertook and self-evaluation of 2.3: Learning, Teaching and Assessment, some strengths were highlighted as well as common themes that were identified as areas for development. Some of the strengths highlighted were: • Teachers are using baseline assessments provided in spelling and numeracy. • Some teachers are utilising East Ayrshire Assessment Toolkit to inform judgements. • A few teachers are using ongoing assessment throughout the session to monitor progress and inform next steps. • There is some evidence of high standards and expectations of jotter work, with some showing clear progression and coverage. • Teachers are highlighting progression frameworks to demonstrate coverage of levels and inform planning for learning, teaching and assessment. • Through discussion, it is evident that some teachers are utilising EAC SAC resources effectively to support learning experiences as well as other teaching approaches. • National Improving Writing programme has been implemented in targeted classes leading to increased practice in writing and new approaches being implemented. Some of the areas for development identified were: • A review of how assessment is used considering baselines and the use of ongoing assessments will be undertaken. • Consider how SNSAs are used as an assessment tool. • A more consistent approach in teaching and learning would benefit pupil progress and attainment. • Engage with relevant guidance to support implementation of some aspects of play in P1 and possibly P2. • There could be a more consistent standard of jotter work.	

- Use of CA support and interventions will benefit pupil progress and attainment.
- Use of progression frameworks could be developed to help plan for more challenge in learning experiences.
- Review the approaches to assessing Listening and Talking.

The tables below illustrate the end of session attainment data in literacy and numeracy for 2025-26. With improved and more consistent approaches to teaching and learning, together with more consistent and effective use of assessment, it is hoped that next session there will be improvements to this attainment data. The stretch aims are highlighted in the next steps and can also be seen in the school's SIP for 2026-27.

There are significant drops in attainment levels in reading and writing in P2, P3, P5 and P6 as well as in numeracy in P5 and P6. During tracking meetings, class teachers questioned the previous sessions ratings and felt that there were a number of pupils who are off track who were previously marked as on track. The AHT instructed for further assessment to be administered and undertaken, utilising EAC's SAC assessment resources. Following assessments, the teachers were more confident to make the judgements.

As previously mentioned, tracking of pupils progress and achievement and planning for effective learning, teaching and assessment will be a focus for next session, with a view to raising attainment across the school, and with a focus on the curricular areas and stages highlighted.

READING					
	On Track	Off Track		On Track	Off Track
P1	41	8	P1	83.7%	16.3%
P2	34	19	P2	64.2%	35.8%
P3	37	19	P3	66.1%	33.9%
P4	47	15	P4	75.8%	24.2%
P5	44	20	P5	68.8%	31.3%
P6	58	24	P6	69.0%	28.6%
P7	60	9	P7	87.0%	13.0%
Whole School	321	114	Whole School	73.8%	26.2%

WRITING					
	On Track	Off Track		On Track	Off Track
P1	39	10	P1	79.6%	20.4%
P2	24	29	P2	45.3%	54.7%
P3	36	19	P3	64.3%	33.9%
P4	44	17	P4	71.0%	27.4%
P5	40	24	P5	62.5%	37.5%
P6	48	35	P6	57.1%	41.7%
P7	55	14	P7	79.7%	20.3%
Whole School	286	148	Whole School	65.9%	34.1%

LISTENING & TALKING					
	On Track	Off Track		On Track	Off Track
P1	45	4	P1	91.8%	8.2%
P2	50	3	P2	94.3%	5.7%
P3	48	7	P3	85.7%	12.5%
P4	58	4	P4	93.5%	6.5%
P5	51	13	P5	79.7%	20.3%
P6	65	18	P6	77.4%	21.4%
P7	61	8	P7	88.4%	11.6%
Whole School	378	57	Whole School	86.9%	13.1%

NUMERACY					
	On Track	Off Track		On Track	Off Track
P1	45	4	P1	91.8%	8.2%
P2	45	8	P2	84.9%	15.1%
P3	47	8	P3	83.9%	14.3%
P4	48	13	P4	77.4%	21.0%
P5	40	24	P5	62.5%	37.5%
P6	51	32	P6	60.7%	38.1%
P7	57	12	P7	82.6%	17.4%
Whole School	333	101	Whole School	76.7%	23.3%

Pupil Support and ASN

With the improved culture and ethos in the school, resulting in a calmer school where there is less dysregulation than before, Classroom Assistants have been able to be utilised to support pupils academically. The Acting DHT has timetabled CAs to certain classes with a view to them providing targeted interventions to identified individuals or groups of pupils.

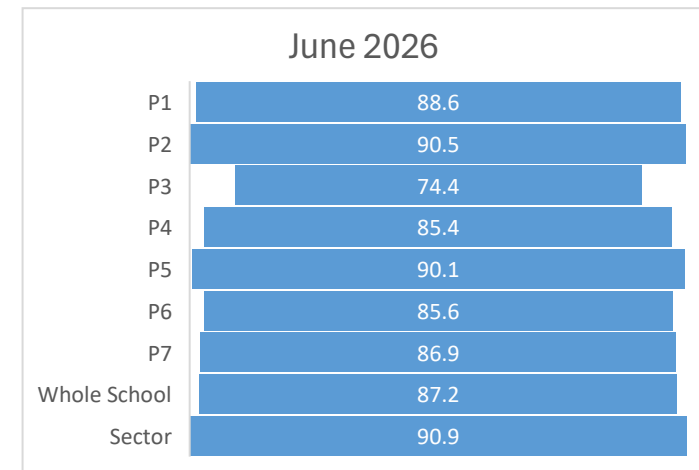
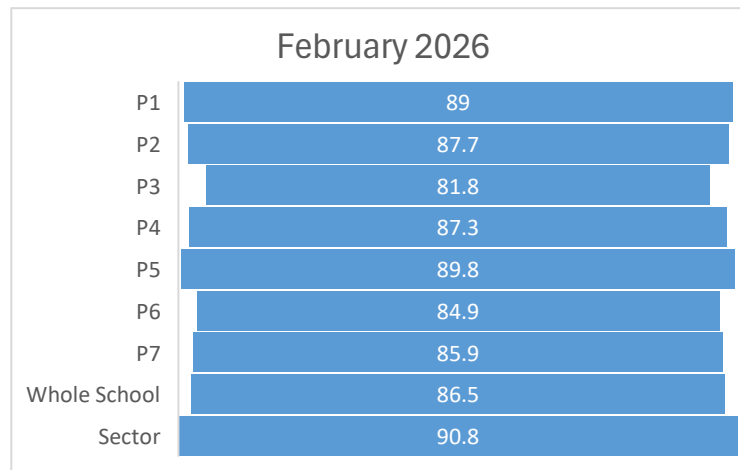
A CA Coach has been organised to come into the school in August to provide CLPL to upskill CAs, who will then be utilised to predominantly support pupils academically.

Attendance

Since arriving at the school in March, the current Acting HT has ensured that attendance is monitored regularly, in line with EAC's procedures. The Monitoring Attendance Tracker Tool has been used to identify pupils who have low attendance, with appropriate letters and phone calls being issued to inform parents and carers.

For pupils who have significantly low attendance, phone calls and TWTF meetings were arranged and help to identify approaches to support attendance in school. A review to ASN approaches and TWTF meetings for pupils on ASN log has also had a positive impact on attendance, with pupils feeling more supported in school and parents having increased confidence in the school.

The tables below illustrate that there has been an improvement in overall attendance in the school from 86.5% at the end of February to 87.2% in June. During this period, attendance increased at every stage, except for P1 and P4. Although this is an improvement, the overall attendance percentage is still over 3% less than the sector average attendance percentage.



Increasing pupil attendance will be a focus for improvement next session. The stretch aims are shown in the next steps section and are also included in the SIP for session 2026-27.

House Points and Weekly Assemblies

The introduction of House Points has seen almost all pupils being more motivated to demonstrate the expected standards and behaviours in the daily life of the school. Weekly assemblies were introduced where children are presented where pupil achievement is celebrated. This has provided motivation for children to work hard in class for their achievements to be recognised and house points awarded.

Weekly 'star of the week' certificates are presented at assemblies, with pupils being awarded house points. The House Captains have been responsible for collecting in House Point tokens on a weekly basis, with a running total being kept and displayed in the main corridor. Children are motivated to be awarded with house points both at assembly, around the school and in class. This has helped to create a more positive culture and ethos in the school, where children have a sense of achievement and pride.

The current SLT have encouraged pupils to share their wider achievements from outside of school. There has been a gradual increase in the number of children sharing and talking about their achievements at weekly assemblies, again providing them with a sense of achievement, leading to improved self-esteem and confidence.

The overall house winners were announced at the whole school Prize Giving, with the house captains being awarded with the trophy.



Next Steps

- Raise attainment in literacy and numeracy.
- Improve the use of assessment information and tracking processes.
- Deliver targeted interventions to support learner progress.
- Reduce barriers to learning and improve equity.
- Improve attendance, engagement and achievement for all learners.

Attainment Stretch Aims for session 2026-27:

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
P5	62%	70%
P6	60%	66%

Whole School	76%	80%
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Attendance

Attendance		
Stage	Baseline	Target
P3	85%	90%
P4	88%	91%
P6	87%	90%
Overall	87%	91%

Reduce the number of pupils identified as persistently absent (below 90%) by 15pp from 35% to 20%.

Pupil Equity Fund: Evaluation		
Approach/Intervention	Impact Report on how you have improved outcomes for learners impacted by poverty	What evidence do you have of positive impact? Outline the data that supports your findings.
Additional staffing to allow for nurture / inclusion support.	The use of PEF together with additional staffing allocation from the EAC Inclusion Fund has allowed us to provide additional Nurture support for identified pupils and groups of children. An additional class teacher and a funded ELCP have been utilised to offer support to the identified individuals and groups. This has seen increased attendance for targeted pupils, where they are supported in small group nurture groups as well as accessing the mainstream classroom. Pupils who access this support have felt more supported enabling them to access education. From the quality assurance and self-evaluation processes, there is evidence of calm learning environments, which are nurturing	For two individual pupils who had a continuously decreasing attendance percentage, the Nurture provision saw their attendance stabilise since the new leadership team was in place. This was due to a combination of attendance procedures being followed, TWTFs being held to identify barriers and relevant supports, and being able to access the Nurture provision as a support. In session 2026/27, pre and post pupil surveys will be carried out to gauge how identified pupils who access the ASL classes feel before and after accessing this. This data will allow us to measure how supported pupils feel and relates to the SIP priorities for wellbeing and attendance.

	and designed to meet all learners' needs. This has also led to calmer learning environments across the school allowing teachers to focus on raising attainment for all pupils.	
Additional class created using staff funded through PEF.	The Head Teacher in August 2025 made the decision to create an additional class to help reduce class sizes.	The additional class provided the opportunity for smaller class sizes, with the aim to lead to calmer environments. On reflection, this approach is not the best use of PEF or additional staffing. In session 2026/27, PEF will be utilised in a targeted way to ensure that identified pupils are being supported as effectively as possible.

PEF was used to purchase new resources to support the Nurture provision as well as develop a more suitable learning environment in the infant stages of the school, with a specific focus on P1 and 2.	Nurture provision resources were purchased to help create a welcoming environment in the used spaces. Identified pupils enjoyed the use of the resources, which supported the provision. PEF was utilised to fund new resources for P1 and infant classes to create an environment that is more in line with current educational philosophy. This has resulted in our P1s having a richer learning experience where elements of play are incorporated.	Please see first box of evidence. In session 2026/27 we will collect evidence of data to support the new classroom environments and the impact that this has had on pedagogy and attainment.
Digital subscriptions were purchased including White Rose Maths, ClickView, Linguascope and Sumdog. PEF was also used to purchase playground equipment to enhance the outdoor environments.	Several digital prescriptions were purchased to support teaching in the classrooms. This has allowed pupils to access new platforms to support their learning.	Pupils are enjoying the use of the digital resources. Our Digital Lead and Committee will promote Digital Technologies across the school next session. Pupils have developed their digital skills in the short period of time that they have had access to the subscriptions.

Establishment Capacity for Improvement	
Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators	
Quality Indicator 1.3 Leadership of Change	2
Quality Indicator 2.3 Learning, Teaching and Assessment	3
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	2
Quality Indicator 3.2 Raising Attainment and Achievement	2

Whole-school self-evaluation has taken place for 2.3: Learning, Teaching and Assessment. Self-evaluation of the other key quality indicators is planned for and included in the collegiate calendar for 2026/27.