



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Service

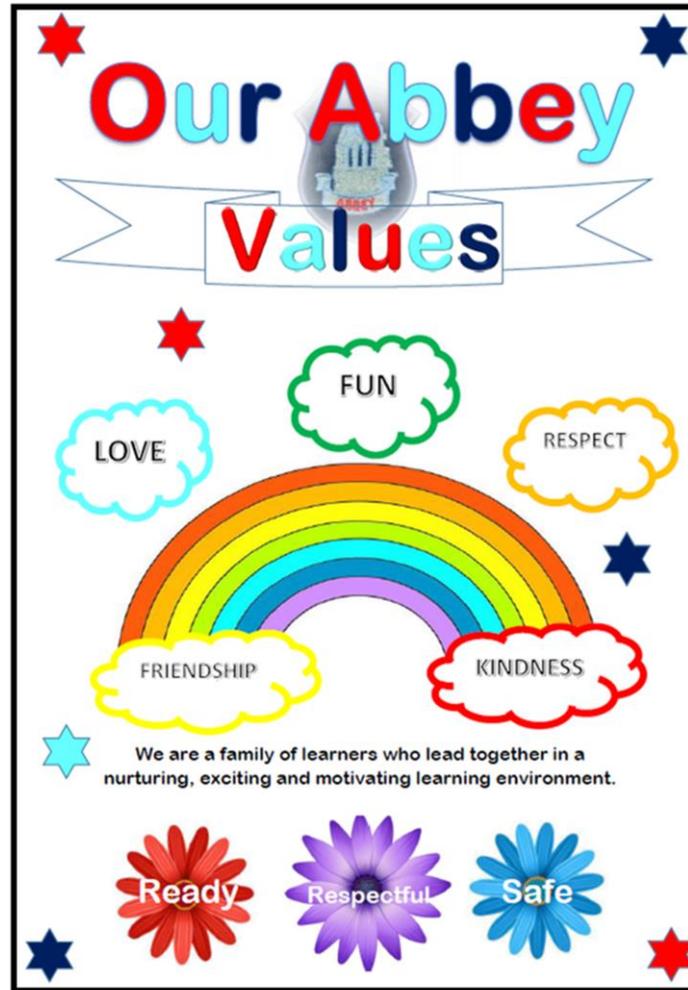
Abbey Primary and Early Years

Improvement Plan

2025-2026



Vision, Values and Aims



EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2023/4 – 2025/6

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead.



NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2025-26

PRIORITY 1

Strategic Objective:

To improve the quality of learning, teaching and assessment by embedding a consistent whole-school approach to:

- the use of learning intentions and success criteria
- formative and summative assessment
- moderation processes

Select the KEY drivers for this improvement priority

<u>Education Service Priority</u> <i>Please select the relevant service priorities</i>	<u>NIF Drivers of Improvement</u> <i>Please select up to three NIF drivers</i>	<u>How Good Is Our School 4</u> <i>Please select up to three quality indicators for this priority</i>	<u>Quality Improvement Framework for ELC settings</u> <i>Please select up to three quality indicators for this priority</i>
1. Improvement in attainment, particularly literacy and numeracy 4. Improvement in children and young people's health and wellbeing	1. School & ELC leadership 4. Curriculum and assessment Choose an item.	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement Choose an item.	3.3 Learning, teaching and assessment 4.3 Children's progress 3.1 Plan and learning

Rationale for Change

What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.

The need for a strategic shift in the school's approach to learning, teaching, and assessment is evident, as current practices are not meeting the needs of all children. Several key factors have been identified through various sources of evidence, including classroom observations, pupil focus groups, and feedback from staff. The following factors have highlighted the need to create a cohesive and effective learning approach:

1. **Inconsistent Approaches to Learning and Teaching:**

Across the school, there is not a uniform approach to teaching that ensures all children have access to high-quality learning and teaching. Some areas of the curriculum have more structured, effective methods, while others areas of the curriculum are less structured and this is leading to gaps in pupil learning. This inconsistency is affecting the ability to track pupil progress effectively.

2. **Lack of Consistency in Formative and Summative Assessment:**

There is a disparity in how formative and summative assessments are conducted across the school. This is affecting consistent tracking of children in terms of levels achieved as teacher professional judgement is not being triangulated effectively. It is also impacting upon effective planning as next steps are not identified accurately.

3. **Pupil Focus Groups:**

Feedback from pupil focus groups has highlighted that some children feel disengaged and unmotivated in their learning. Most children were unable to talk about their learning in terms of; learning intentions and success criteria. Some children could talk about being involved in planning their learning and that they found learning fun and enjoyable.

4. **Moderation:**

Tracking meetings and staff feedback has highlighted the need for more rigorous moderation across the school to ensure that teacher professional judgement is accurate. This will inform teacher's planning and that learning is pitched at the appropriate level for all children. It will also support whole school validation of our ACEL data.

ACEL writing data shows: 62% (P4 2024/2025 cohort) and 100% (P3 2024/2025 cohort) are off track. Our school has been identified to be part of the National Writing Improvement Project, this will target children at P4 and P5 during the 2025 – 2026 session.

The Early Years was inspected in April 2025 and the quality indicator 1.3: Play and Learning was rated as 'good'. The areas to develop included: improvements to play and learning experiences, playroom environment, ensure children's voice is captured through planning, develop staff skills with a focus on effective questioning. See report for further information. At Early Level (3–5), children learn best through play and meaningful interactions. Embedding AiFL strategies in early years will ensure consistency and strengthen children's participation, engagement, and progression.

PRIORITY 1: Action Plan

PRIORITY 1: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)

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School/EYC Improvement Plan 2025-26

<p><i>Specifically, what will change for our learners?</i></p>	<p><i>How will we achieve this? What do we plan to do?</i></p>	<p><i>What are our timescales? Who will lead?</i></p>	<p><i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i></p>	<p><i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i></p>	<p><i>Please enter the cost to the nearest £</i></p>
<p>Learners engage more fully in literacy and numeracy because LI/SC are consistently used and understood.</p>	<ul style="list-style-type: none"> • CPD on writing/ displaying/ discussing LI/SC. • LI/SC used in every literacy/numeracy lesson (P1-7). • Stage meetings to share/evaluate practice. • LI/SC expectations built into school strategy. 	<p>Sep '25 – May '26 (DHT/EY Manager/ Working Party)</p> <p>Sep '25 – June '26 (CT/EYP).</p>	<ul style="list-style-type: none"> • By June '26, 90%+ lessons observed have LI/SC in use. • Majority of pupils can explain LI/SC and link feedback to it (Class obs/focus groups). • Staff confidence survey will evidence increase. • Pre/post pupil surveys on understanding of LI/SC • Floorbooks will evidence ch'n articulating LI/SC 		<p>Shirley Clarke Online Subscription – £100</p>
<p>Greater consistency in formative & summative assessment across the school.</p>	<ul style="list-style-type: none"> • CPD on formative assessment strategies (feedback, questioning, self/peer assessment). • CPD on summative assessment (national, school, teacher-made). • Create and implement whole-school assessment calendar (literacy, numeracy, IDL). • Develop strategy to analyse and act on assessment data. 	<p>Sep '25 – Nov '25 (HT/DHT/Working Party).</p> <p>Implementation from Dec '25.</p>	<ul style="list-style-type: none"> • Assessment calendar in place and 100% followed. • 80%+ teachers consistently use ≥2 formative strategies (observations). • Termly planners show assessment data informs next steps. • Moderation logs (FORMS). 		

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School/EYC Improvement Plan 2025-26

<p>Teacher professional judgement is more accurate and reliable, validated through moderation.</p>	<ul style="list-style-type: none"> Develop school-wide moderation calendar (Oct/Feb/May cycles). Build shared bank of evidence. CPD on moderation. Use P&A data in tracking meetings to validate judgements. 	<p>Aug '25 – May '26 (HT/DHT/PT/EY Manager).</p>	<ul style="list-style-type: none"> 3 moderation cycles per stage completed. Staff confidence in judgement will demonstrate increase Triangulation shows 80%+ agreement across samples. Uplift of ACEL data (Oct/ Feb/ June) and EY milestones will show an incremental increase of 5-10% by June. 		
<p>P1/2/4/5/7 pupils show measurable progress in writing, confidence and enjoyment.</p>	<ul style="list-style-type: none"> Staff attend Writing Change Bundle CPD. P4/P5 teachers implement programme (4–5 lessons weekly). 	<p>Aug '25 – Jan '26 (CTs GC/RM/NC/ ES/KM/TM).</p>	<ul style="list-style-type: none"> Uplift of ACEL data (Oct/ Feb/ June) will show an incremental increase of 5-10% by June. Leuven scales show improvement of 15% from baseline. Run/Pareto charts show incremental writing gains at targeted classes. 		<p>Stephen Graham £4500</p>
<p>This priority focuses on addressing key areas of inconsistency in teaching, learning, and assessment practices. By implementing a consistent, evidence-based approach to learning and teaching, fostering effective assessment practices, and increasing pupil engagement, we aim to improve pupil attainment and teacher practice. The use of regular evaluations and data analysis will ensure that progress is continually monitored and adjustments made to meet the needs of all children.</p>					

PRIORITY 2

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2025-26

Strategic Objective:

What do you we want to specifically achieve across your school/department/EY centre?

To improve children’s emotional wellbeing, resilience, and self-regulation by embedding the *My Happy Mind* programme across EY–P7 and providing targeted interventions for children with persistent dysregulation.

Select the KEY drivers for this improvement priority

Education Service Priority <i>Please select the relevant service priorities</i>	NIF Drivers of Improvement <i>Please select up to three NIF drivers</i>	How Good Is Our School 4 <i>Please select up to three quality indicators for this priority</i>	Quality Improvement Framework for ELC settings <i>Please select up to three quality indicators for this priority</i>
4. Improvement in children and young people's health and wellbeing Choose an item.	2. Teaching and practitioner professionalism 3. Parent/carer involvement and engagement 4. Curriculum and assessment	3.1 Ensuring wellbeing, equality and inclusion 2.2 Curriculum Choose an item.	4.2 Wellbeing, inclusion and equality 4.1 Nurturing care and support Choose an item.

Rationale for Change

What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.

- **Pareto analysis showed most disruption stems from three repeated behaviours (shouting out, ignoring instructions, not following rules).**
- **Pupils need stronger strategies for self-awareness and regulation.**
- **Staff and families need a shared framework to talk about wellbeing.**

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School/EYC Improvement Plan 2025-26

PRIORITY 2: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Improved emotional wellbeing, self-regulation and resilience across EY–P7.	<ul style="list-style-type: none"> • Train 100% staff (CTs, PSAs, EYPs) in <i>My Happy Mind</i>. • Launch programme across all classes and EY. • Elements of programme integrated into EY small group time. • Embed sessions weekly in class timetables. • Provide refresher training and peer support groups. 	Aug '25 – Dec '25 (PT, CT KM, Working Party). Sep '25 – June '26 (CTs/EYPs).	<ul style="list-style-type: none"> • 100% staff trained by Dec '25. • By June '26, 85%+ pupils can name at least one wellbeing/self-regulation strategy (survey). • PASS survey: 10% improvement across all classes. • PASS survey analysis – specific areas linked to programme • Learning walks will evidence shared wellbeing language • Pupil focus group feedback to capture views on the programme. 		

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			<ul style="list-style-type: none"> Reduction in low level behaviour incidents across all areas of the school through analysis of pastoral notes. 		
<p>Families understand and support wellbeing strategies at home.</p>	<ul style="list-style-type: none"> Host 2 family workshops per year. Share resources and encourage use of app/online tools. Gather feedback from families on confidence in supporting children's wellbeing. 	<p>Nov '25 & Feb '26 (Working Party CTs).</p>	<ul style="list-style-type: none"> 60%+ families engage with workshops/resources. Family focus groups show improved confidence in supporting wellbeing strategies. 		

PRIORITY 3

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2025-26

Strategic Objective:

What do you we want to specifically achieve across your school/department/EY centre?

To create consistent, high-quality learning environments and routines across Early Years and primary stages that reduce overstimulation, promote independence, and provide access to engaging, purposeful learning.

Select the KEY drivers for this improvement priority

<u>Education Service Priority</u> <i>Please select the relevant service priorities</i>	<u>NIF Drivers of Improvement</u> <i>Please select up to three NIF drivers</i>	<u>How Good Is Our School 4</u> <i>Please select up to three quality indicators for this priority</i>	<u>Quality Improvement Framework for ELC settings</u> <i>Please select up to three quality indicators for this priority</i>
1. Improvement in attainment, particularly literacy and numeracy 4. Improvement in children and young people's health and wellbeing	5. School & ELC improvement 2. Teaching and practitioner professionalism Choose an item.	1.5 Management of resources to promote equity 3.3 Increasing creativity and employability 1.2 Leadership of Learning	1.1 Leadership and management of staff and resources 2.1 Children experience high quality spaces 3.1 Plan and learning

Rationale for Change

What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.

Evidence from Care Inspectorate feedback, environmental audits, and staff observations highlighted inconsistencies in the quality of daily routines and physical learning spaces. Some areas were overstimulating, others lacked challenge or structure, and transitions were not consistently well managed. These weaknesses reduce pupil engagement, limit independence, and can create barriers to attainment, particularly for learners from SIMD 1–2 and those with additional support needs. By improving routines, redesigning spaces, and involving pupils in shaping their environment, we can raise engagement, support emotional regulation, and ensure all children experience nurturing, purposeful contexts for learning.

PRIORITY 3: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
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<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
<p>Learners experience calmer, more organised environments that reduce overstimulation and improve focus.</p>	<ul style="list-style-type: none"> • Conduct baseline audits (Realising the Ambition, HGIOS, HGIOELC, CIRCLE). • Redesign EY and identified primary learning spaces using audit outcomes. • Provide CLPL for staff on high-quality environments and routines. 	<p>Aug '25 – Dec '25 (EY Manager, HT).</p>	<ul style="list-style-type: none"> • Baseline audit vs follow-up shows measurable improvements in environment ratings. • Staff feedback following CLPL: completion of next steps and confidence levels setting up playroom/classroom will increase. 		<p>£7000 (approx)</p>
<p>Learners are more independent, resilient and confident through predictable daily routines.</p>	<ul style="list-style-type: none"> • Introduce consistent daily routine in EY (soft start, free play, group learning, outdoor play, shared mealtimes). • Provide clear visual/verbal cues to support transitions (EY to P7) • Embed consistent routines across EY to P7. 	<p>Sep '25 – June '26 (EY Manager, CTs).</p>	<ul style="list-style-type: none"> • Learning walks show 90%+ children follow routines with reduced support by June '26. • Leuven scales samples once per term show 10% improvement in engagement during transitions by June 2026. 		
<p>Learners benefit from spaces and resources that promote creativity, communication and pupil voice.</p>	<ul style="list-style-type: none"> • Redesign learning zones to ensure balance of quiet spaces, sensory 	<p>Sep '25 – Feb '26 (EY/CTs, HT).</p>	<ul style="list-style-type: none"> • Pupil focus groups: most children will report they have spaces that help them learn and feel calm. 		

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	<p>supports, and challenge areas.</p> <ul style="list-style-type: none"> • Involve children in planning and auditing of layout/resources (floorbooks, pupil voice groups). • Capture before/after evidence through photography and pupil voice through audit. 		<ul style="list-style-type: none"> • Photographic evidence analysis of improved zones across EY to P7. • Uplift of ACEL data (Oct/ Feb/ June) and EY milestones will show an incremental increase of 5-10% by June. 		
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PRIORITY 4

Strategic Objective:

What do you we want to specifically achieve across your school/department/EY centre?

To embed *New Pedagogies for Deep Learning* across the school to ensure pupils develop transferable skills (collaboration, creativity, critical thinking, communication, citizenship, character), leading to higher engagement and clearer articulation of learning.

Select the KEY drivers for this improvement priority

Education Service Priority <i>Please select the relevant service priorities</i>	NIF Drivers of Improvement <i>Please select up to three NIF drivers</i>	How Good Is Our School 4 <i>Please select up to three quality indicators for this priority</i>	Quality Improvement Framework for ELC settings <i>Please select up to three quality indicators for this priority</i>
1. Improvement in attainment, particularly literacy and numeracy 4. Improvement in children and young people's health and wellbeing	5. School & ELC improvement 2. Teaching and practitioner professionalism Choose an item.	1.5 Management of resources to promote equity 3.3 Increasing creativity and employability 1.2 Leadership of Learning	1.1 Leadership and management of staff and resources 2.1 Children experience high quality spaces 3.1 Plan and learning

Rationale for Change

What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.

Developing pupils' skills for learning, life and work is part of our vision. Evidence from pupil focus groups shows that while learners enjoy aspects of their curriculum, many are unable to clearly articulate the skills they are developing or how these connect to their future. Embedding *New Pedagogies for Deep Learning* will provide a consistent framework to strengthen pedagogy, raise pupil engagement, and ensure that children can identify, apply and talk about transferable skills. This work will support our wider aims of increasing learner motivation, building independence, and preparing pupils for success beyond school.

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PRIORITY 4: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Learners will be more engaged in their learning and able to articulate the skills they are developing (collaboration, creativity, critical thinking, communication, citizenship, character).	<ul style="list-style-type: none"> All CTs receive CLPL in <i>New Pedagogies for Deep Learning</i>. Introduce Deep Learning rubrics across stages. Embed skills language into planning and classroom dialogue. P5–7 use <i>My World of Work</i> to track skills and achievements. 	Sep '25 – May '26 (DHT)	<ul style="list-style-type: none"> By June '26, 70%+ P5–7 pupils can name and evidence a skill they are developing (focus groups/surveys). Staff confidence in teaching/assessing skills (survey). Planning audits to check skills explicitly planned and tracked. 		£0
Learners show improved motivation and engagement through meaningful, challenging learning experiences.	<ul style="list-style-type: none"> Integrate Deep Learning approaches into weekly planning. Develop shared exemplars of “deep learning tasks” across stages. Use Leuven scale sampling termly to track engagement. 	Sep '25 – May '26 (DHT)	<ul style="list-style-type: none"> Leuven scores ↑ 20% between baseline (Aug '25) and June '26. 80%+ teachers report improved engagement in pupil learning (survey). Planning audits to check skills explicitly planned and tracked. 		

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<p>Learners develop independence and ownership of learning through visible progress in skills.</p>	<ul style="list-style-type: none"> Pupils track progress using Deep Learning rubrics (P5–7 consistently; pilot in P1–4). Opportunities created for pupil self-assessment of skills. 	<p>Nov '25 – May '26 (CTs).</p>	<ul style="list-style-type: none"> Rubric use consistent across 100% P5–7 classes by May '26, samples collected term 3 and 4. At least 60% P5–7 pupils self-assess progress using rubrics. 		
	<p>CLUSTER aims and outcomes.</p>				

This should only be completed for aspects of your PEF spend not included within your Improvement Plan priorities.

PEF contact - HT or DHT with responsibility for the plan:		Lauren Smith (HT)			
Carry forward:	£5,565 (-)	Total Allocation:	£90,650.00	Total:	£85,085

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PEF Action Plan						
Poverty Related Gap	Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Detail of Spend	Measures of Impact	Analysis & Evaluation of Progress
Provide details of the gap or barrier you wish to address.	Specifically, what will change for our learners?	What do we plan to do to achieve this outcome?	What are our timescales? Who will lead?	Record cost & provide concise detail of what this entails.	How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.	What does the data tell us? How well is evidence from self-evaluation analysed to improve pupil outcomes? How is the spend contributing to narrowing our attainment gap?
<p>Provision of a daily Breakfast Club, free to all pupils (targeted encouragement for those in SIMD 1–2 or known to have poor attendance/wellbeing indicators), to start their day fed, settled, socially connected, and ready to engage with learning</p>	<p>Improvement in attendance and punctuality for targeted children.</p> <p>Improvements in attainment, particularly for SIMD 1–2 pupils, as a result of improved attendance and daily preparedness.</p> <p>Learners increasingly demonstrate independence and routine awareness.</p>	<p>Ensure the club offers a calm and nurturing start to the day; seated meals, quiet games, reading, or social conversation.</p> <p>Track and monitor daily attendance at the club and follow up with families of regular non-attenders from target groups.</p>	<p>Aug '25 to Oct '25 PT</p> <p>Aug '25 to June '26 PT</p>	<p>£8,768.62</p>	<p>Improved attendance and reduced late coming for SIMD 1–2 pupils and those flagged for concern.</p> <p>Pupil focus groups: “How do you feel when you arrive at school?” – term 1/2/3/4</p> <p>Pre/Post Wellbeing assessments of targeted children using SHANARRI.</p> <p>Observations of breakfast club focusing upon engagement and nurturing approach.</p>	

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	Strengthened peer relationships and emotional resilience through consistent, positive social interaction.					
<p>To enhance the quality of learning and teaching in literacy and numeracy through targeted support and professional development, improving attainment and closing the poverty-related attainment gap, particularly for pupils in SIMD 1–2.</p>	<p>Identified learners will show measurable progress in literacy and numeracy through tracking data and assessment results.</p>	<p>Timetable the additional teacher (0.6 FTE) to provide small-group and 1:1 support during literacy and numeracy blocks. Identify target learners not on track to achieve expected levels in literacy and numeracy (focus on SIMD 1–2 primarily).</p>	<p>Aug '25/Oct '25/ Feb '26/ May '26 HT</p>	<p>£13,364.18</p>	<p>Attainment levels in literacy and numeracy (October/February/June tracking) for SIMD 1–2 and target individuals and groups.</p>	
	<p>Staff will demonstrate improved knowledge and use of evidence-based strategies.</p> <p>Increased consistency in high-quality teaching practices across P1 to 7.</p>	<p>Pupil support assistant (2 days/week) to deliver structured literacy/numeracy interventions, e.g., Toe by Toe, 5 Minute Box, Number Talks, Boosted Reading to targeted learners.</p>	<p>Aug '25/Oct '25/ Feb '26/ May '26 HT</p>	<p>£13,371</p>	<p>Standardised assessment scores will increase by__</p> <p>Pre/post intervention assessments will show ____ improvement.</p> <p>Participation data: number of pupils receiving intervention and duration of support.</p>	

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		Stephen Graham to visit for staff CLPL, team teaching, and modelled literacy lessons.	TBC HT			
Children from SIMD 1-2 and/or with additional support needs, particularly those with neurodiverse profiles, face multiple barriers to early learning.	<p>To improve engagement, communication, regulation, and early attainment for Primary 1 and 2 learners—particularly those from SIMD 1–2 and those with neurodiverse profiles—by employing a PSA to:</p> <ul style="list-style-type: none"> • Enhance play-based learning pedagogy • Deliver targeted autism-friendly interventions using Attention Autism and "We Were Expecting You" frameworks. <p>Increased pupil engagement in play-based learning activities.</p>	<p>PSA to support quality adult interaction in play-based learning, modelling language and facilitating peer interaction.</p> <p>PSA to deliver daily/weekly Joint Autism interventions and 'Morning Group' to targeted children.</p>	Aug '25 to June '26 HT	£24,113.69	<p>Baseline and follow-up engagement observations using the Leuven scale for targeted group of Primary 1 children.</p> <p>Pre and post phonological awareness and phonic assessments (SIMD 1/2 learners).</p> <p>Pre and post early level numeracy assessments (SIMD 1/2 learners).</p> <p>Class Teacher and PSA evaluations on engagement in play and learning (Termly).</p>	

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<p>To create inclusive, well-organised, and nurturing classroom environments across some areas of the school that support pupil engagement, motivation, and emotional regulation</p>	<p>Sustained improvements in attainment and engagement for children from SIMD 1–2 within identified classrooms.</p> <p>School offers equitable, nurturing environments that support learners to achieve their potential.</p> <p>Pupils demonstrate greater on-task behaviour and engagement in literacy and numeracy tasks.</p>	<p>Conduct baseline audits in identified classes using: Realising the Ambition, HIGIOS and CIRCLE with staff team and children (SIMD 1-2) to gather views on current environment and desired improvements.</p> <p>Redesign areas in identified primary classes and other areas, using knowledge from CLPL to include key areas/resources needed.</p>	<p>Aug'25 to Dec '25 HT</p>	<p>£7000.00</p>	<p>Attainment data in literacy/numeracy: compare progress across terms and with SIMD 1–2 cohorts as well as previous cohorts using P&A tool.</p> <p>Photographic and video documentation of changes to learning areas in identified classes, before and after mapping.</p> <p>Learning walks by SLT and CT using an environmental improvement checklist devised by staff team (EYP & CT).</p>	
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