



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Service
Glebe Primary School
Improvement Plan
2025-2026



Vision, Values and Aims

VISION

At **Glebe Primary** we strive for **Excellence and Equity** for all Learners to ensure that every child in our school is enabled to reach his/her full potential. We want our pupils to feel safe, happy and be given every opportunity to develop their individual skills and talents. We want the very best for our pupils, now and in the future.

VALUES

At **Glebe Primary** we strive for **Excellence and Equity** for all Learners through the school values of **Creativity, Kindness, Responsibility** and **Respect**.

AIMS

At **Glebe Primary** we aim to;

- *Raise standards of attainment and achievement for all by providing a variety of stimulating opportunities and experiences to maximise potential for all pupils.*
- *Maintain the positive ethos within Glebe Primary by providing an inclusive, safe and nurturing learning environment.*
- *Equip children with the skills for life now and in the future.*
- *Promote education as an active partnership within school, with parents/carers and the wider community.*

These aims will be supported by a programme of self-evaluation, planning, school policies/guidelines and by maintaining and developing our partnership with parents/carers and the local community.

Our self-evaluation is based on HGIOS 4 and North Ayrshire's Quality Improvement framework. We measure standards of quality by:

- Collecting a range of data and interrogating this.
- Making direct observations.
- Gathering relevant documentation.
- Obtaining stakeholders views.
- Reviewing the previous School Improvement Plan and evaluating progress and identifying our next steps.

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School/EYC Improvement Plan 2025-26

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.



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PRIORITY 1

Strategic Objective:

To raise attainment in literacy and numeracy across all stages by developing learners' strong reading, writing, and communication skills to support their lifelong learning and wellbeing, while also building their confidence and competence in number concepts and problem-solving to ensure they have the essential mathematical skills needed for future success.

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 2. Closing the attainment gap between the most and least disadvantaged children and young people	4. Curriculum and assessment 5. School & ELC improvement	3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum	Choose an item. Choose an item. Choose an item.

Rationale for Change:

Recent data analysis shows that while many pupils are meeting expected levels in literacy and numeracy, a notable proportion, particularly in P2 to P5, are not progressing as well as desired. Specifically, the attainment percentages are:

- P2: Reading 75.9%, Writing 79.3%, Numeracy 82.8%
- P3: Reading 77.1%, Writing 80.0%, Numeracy 77.1%
- P4: Reading 81.4%, Writing 79.1%, Numeracy 81.4%
- P5: Reading 86.7%, Writing 80.0%, Numeracy 77.7%

These figures highlight areas where targeted support is needed to improve progress. Furthermore assessment results and teacher observations highlight gaps in reading comprehension, writing skills, and confidence in numeracy, particularly in problem-solving and mental maths. Some learners face challenges outside school that impact their learning progress. Addressing these gaps is essential to ensure equity and improve outcomes for all pupils. This priority will be supported by Pupil Equity Funding (PEF) to provide targeted support and enhance teaching approaches.

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PRIORITY 1: 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 demonstrate greater confidence and accuracy in number processes, including mental strategies and problem-solving. Our stretch aim is to raise the percentage of pupils achieving expected numeracy levels from the current school average of	<p>Collaborative planning sessions: Teachers will work in stage groups, as a whole school and in working parties to unpick the numeracy benchmarks, identify key learning intentions, and ensure consistency in expectations across levels.</p> <p>Streamline planners: Teachers will align existing planning formats with the benchmarks to ensure clarity and progression, focusing on core concepts and skills.</p> <p>Moderation activities: Teachers will engage in in-school moderation, using pupil work and assessment evidence to ensure shared understanding of achievement of a level.</p>	<p>CTs led by PTs and Working Parties Aug 25- Jan 26</p> <p>CTs led by PTs and Working Parties Aug 25- Jan 26</p> <p>CTs led by DHT Aug 25- May 26</p>	<p>Collaborative planning sessions: Staff will demonstrate a shared and confident understanding of numeracy benchmarks and progression, evident through planning documents and professional discussions.</p> <p>Streamline planners: Teachers will ensure that learning is progressive and focused on core concepts and skills, reducing unnecessary repetition and gaps. We will know this change is an improvement through clearer learning intentions, increased pupil engagement, and improved attainment data over time. Evidence of impact will be quantified through tracking attainment against benchmarks, analysing standardised assessments, and monitoring progression data across literacy, numeracy, and health and wellbeing. In addition, pupil work samples, teacher professional judgements, and learner voice surveys will be collated and analysed to demonstrate both academic progress and enhanced learning experiences.</p> <p>Moderation activities: Improvement shown by greater consistency in teacher judgements, and reduced variation in pupil assessments from baseline data.</p>		<p>PTs (PEF) £6522</p> <p>LBQ £1200</p>

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<p>82.9% to 86% by June 2026, driving accelerated progress and closing attainment gaps across all stages.</p>	<p>Introduce and embed use of the Collaborative Problem Solving resource: All staff will receive training on the CPS approach and begin integrating it into weekly numeracy lessons to develop pupils' reasoning, teamwork, and problem-solving strategies. Opportunities will be created for pupils to engage in rich, open-ended tasks, with staff working together to plan, trial, and reflect on practice.</p> <p>Increase use of PEF funded Learning By Questions (LBQ) resource: P4-7 Pupils will demonstrate improved accuracy, independence, and engagement in numeracy tasks through regular use of LBQ</p> <p>Ongoing assessment: Benchmarks will be used to support formative assessment, allowing teachers to better track progress and identify next steps for learning.</p> <p>Professional learning: CLPL (including Podcast) sessions will focus on how benchmarks support both planning and professional judgement in assessment.</p>	<p>CTs led by DHT Aug 25-May 26</p> <p>CTs Aug 25-May 26</p> <p>CTs Aug 25-May 26</p> <p>DHT Aug 25-May 26</p>	<p>Introduce and embed use of the Collaborative Problem Solving resource: Improvement will be seen through regular use of CPS tasks, monitored via lesson plans, observations, and pupil engagement/feedback. Assessment data will show an upward trend in both formative and summative assessment.</p> <p>Increases use of PEF funded LBQ resource: P4-7 data from LBQ will show pupil usage, showing increased completion rates and progress over time.</p> <p>Ongoing assessment: Assessment data will show an upward trend in both formative and summative assessment.</p> <p>Professional learning: teachers will demonstrate greater consistency and confidence in planning, assessing, and moderating learning across the school. Evidence will be quantified through analysis of attainment and achievement data, increased reliability of teacher professional judgements, and improved moderation outcomes. Data collated will include attainment tracking, professional dialogue records, moderation feedback, and pupil progress against benchmarks, ensuring a clear picture of improved learner experiences and outcomes. Teachers will demonstrate their improved knowledge pre and post CLPL on Google Whiteboard.</p>		
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<p>Learners will show increased confidence and proficiency in reading, writing, and oracy skills. Our stretch aim is to raise the percentage of pupils meeting expected levels in reading and writing from the current average of 82% to 85% by June 2026, promoting accelerated progress and closing attainment gaps across all stages.</p>	<p>Embedding Oracy practice: Teachers will continue to embed the PM Oracy resource while deepening their knowledge and understanding of the PLA Oracy framework, ensuring effective integration into daily practice.</p> <p>Developing Oracy assessment: The Literacy Working Party will audit, review, and develop a clear assessment criteria for solo talks.</p> <p>Reading interventions: The PEF Teacher will use PM benchmarking and ACCEL data to identify and target pupils for reading interventions, with progress monitored and tracked over 8-week intervention blocks.</p> <p>Rapid reading: The targeted support teacher will deliver CLPL sessions for Teachers and Pupil Support Assistants on effectively using the Rapid Reading scheme, enabling its wider implementation across a greater number of pupils.</p>	<p>CTs Aug 25- May 26</p> <p>Working Parties Aug 25- Jan 26</p> <p>PT & CT (CN & KR) Aug 25-Dec 25</p> <p>Targeted Support Teacher Sep 25</p>	<p>Embedding Oracy practice: Pre and post PM benchmarking assessments and other literacy assessments will demonstrate positive impact on learners.</p> <p>Developing Oracy assessment: Children will have increased opportunities to develop their Oracy skills in class, including more chances for solo talks and performances, such as class assemblies. Pupils will demonstrate increased confidence when performing to peers and audiences, resulting in fewer parental requests for withdrawals from events such as Burns recitals.</p> <p>Reading interventions: Baseline and post-intervention data from PM benchmarking and ASTON spelling will be used to track pupil progress and show improvement.</p> <p>Rapid reading: Pre- and post-training surveys will demonstrate increased staff confidence in using the Rapid Reading scheme, while pupil reading progress will be tracked through regular assessments, showing advancement in reading levels.</p>		<p>PEF CT (backfill) £72266</p>
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	<p>Introduce and embed use of the Big Cat Reading scheme: Provide staff training on the Big Cat Reading scheme, which offers a phonological approach to reading and improves comprehension, and integrate the resource into daily reading sessions across P1-4.</p> <p>Collaborative planning sessions: Teachers will work in stage groups, as a whole school and in working parties to unpack the reading and writing benchmarks, identify key learning intentions, and ensure consistency in expectations across levels. Writing criteria standards will be reviewed and revised to link to the benchmark.</p> <p>Streamline planners: Teachers will align existing planning formats with the benchmarks to ensure clarity and progression, focusing on core concepts and skills.</p> <p>Moderation activities: Teachers will engage in in-school writing moderation on recount and description using pupil work and assessment evidence to ensure shared understanding of achievement of a level.</p>	<p>DHT & Targeted Support Teacher Sep 25</p> <p>CTs led by PTs and Working Parties Aug 25- Jan 26</p> <p>CTs led by PTs and Working Parties Aug 25- Jan 26</p> <p>CTs led by DHT Aug 25- May 26</p>	<p>Introduce and embed use of the Big Cat Reading scheme: Individuals/groups will demonstrate improvements in reading fluency, comprehension, and phonological awareness, alongside increased pupil engagement with reading activities. PM benchmarking data will be used to track and measure these improvements.</p> <p>Collaborative planning sessions: Impact will be measured through literacy attainment data tracking across the year, analysis of writing samples, and moderation activities. Evidence will come from tracking data, teacher judgements, pupil writing portfolios, and moderation records, showing clearer progression and consistency across stages as staff will demonstrate a shared and confident understanding of literacy benchmarks and progression.</p> <p>Streamline planners: Revised planning documents reflect clearly identified outcomes aligned to benchmarks across stages.</p> <p>Moderation activities: Revised writing criteria for assessments will ensure consistency and confidence in teacher judgements, resulting in reduced variation in pupil assessments from baseline data.</p>		
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PRIORITY 2

Strategic Objective:

To promote the health and wellbeing of all pupils through a whole-school approach that fosters positive behaviour, equality, racial literacy, and emotional resilience. This includes implementing a comprehensive Positive Behaviour Support policy, delivering staff training on the Circle resource, RSHP, Gender 10, and racial literacy, and enhancing wellbeing tracking systems to ensure timely, effective support within a safe, inclusive, and nurturing environment.

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 5. Placing human rights and needs of every child and young person at the centre of education	2. Teaching and practitioner professionalism 4. Curriculum and assessment 3. Parent/carer involvement and engagement	2.2 Curriculum 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion	Choose an item. Choose an item. Choose an item.

Rationale for Change:

While overall attendance is strong at 93%, punctuality remains a concern for some pupils, with many children regularly arriving late. This pattern of late coming not only disrupts learning for the individuals involved but also affects classroom dynamics and peer engagement. A small group continues to struggle with regular attendance and engagement, highlighting the need for targeted support. Although pupil survey data reflects a generally positive school climate, ongoing issues with unkind behaviour persist among a minority of pupils, particularly boys. Additionally, with our increasingly diverse ethnic community, we have observed a rise in discriminatory behaviours that must be addressed. To respond effectively, we need to improve how we track pupil wellbeing, ensuring timely identification and support. Strengthening our approaches to wellbeing, inclusion, positive behaviour, and punctuality is essential to create a safe, respectful, and motivating environment for all learners.

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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>
Pupils will demonstrate increased understanding and respect for diversity, show improved emotional resilience, and engage positively with their peers, reflected in reduced incidents of unkind or discriminatory behaviour and higher wellbeing scores.	<p>Positive Behaviour Support policy: The school Acceptable Behaviour and Positive Relationships policy (Ask, Tell, and Consequence) will be reviewed to reflect the NAC Positive Behaviour Support approach. This will be rolled out across all classes, ensuring clear expectations and consistent practices to promote positive behaviour.</p> <p>Targeted staff training: All staff will receive training on the Positive Behaviour and School Readiness, the Circle resource, RSHP, Gender 10, and Racial Literacy to build confidence and understanding in supporting pupils' wellbeing and equality.</p>	<p>HT Aug 25 Collect data (PASS) Oct 25 Policy reviewed Jan 26 Collect & analyse data May 26 Collect & analyse data</p> <p>SLT. Podcasts, staff training sessions and in-service including: Aug 25 In-service-CP, H&S, Circle Resource Sep 25 In-service- Brian Donnelly Positive Behaviour and School Readiness Nov 25 In-service- Gender 10 Feb 26 In-service Racial Literacy HT Aug 25-May 26</p>	<p>Positive Behaviour Support policy: Class teachers will track the number and types of behaviour incidents on newly developed shared tracking document. Staff will collaborate with SLT and families as needed. A reduction in low-level classroom disruptions is expected due to consistent, high behavioural expectations across the school. Observations will reflect fewer disruptive behaviours in class. Playground incidents should also decrease as pupils understand consequences, and parent carers demonstrate support for the approach.</p> <p>Targeted staff training: Staff will participate in focused training to build confidence and understanding in addressing gender and inequality issues. This will contribute to improved pupil wellbeing and a reduction in incidents of discrimination.</p>		

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	<p>Improving punctuality and reducing late coming: We will implement a consistent approach to monitor and address late arrivals by tracking attendance daily and communicating promptly with families to resolve issues. Awareness will be raised through assemblies and information sessions, while positive incentives and tailored support will encourage punctuality. Staff training will ensure punctuality is promoted as part of a positive school culture. These steps aim to reduce lateness, improve learning continuity, and increase pupil engagement.</p> <p>Enhance wellbeing tracking systems: Ensure all pupils complete the PASS survey and a SHANARRI wheel and update Attainment Over Time trackers to include a Health and Wellbeing section for regular monitoring, and develop effective methods to track and respond to pupil wellbeing, enabling timely support and informed next steps.</p>	<p>Update Attendance tracker monthly. Produce termly reports</p> <p>PASS - CTs Sep 25 SLT & (Dig Lead) update AOT trackers Aug 25 Working Party- audit/review tracking of H&WB Aug 25- Jan 26</p>	<p>Improving punctuality and reducing late coming: Attendance records will be reviewed weekly to measure reductions in late arrivals, with a focus on identifying trends among specific pupils or groups. Progress will be reported termly to evaluate the effectiveness of interventions and inform adjustments to strategies. Biannual surveys and focus groups with staff, pupils, and parents will be used to evaluate shifts in attitudes toward punctuality and to collect detailed feedback on how support strategies are influencing behaviour and engagement.</p> <p>Enhance wellbeing tracking systems: CTs to ensure all pupils complete PASS, and alongside DHT, use data to identify pupils requiring H&WB support. Working party to audit and review existing ways to track health and wellbeing:</p> <ul style="list-style-type: none"> Review and update Attainment Over Time trackers to include a Health and wellbeing section. Review and update how we track club/activities participation in and out of school. 		
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	<p>Promote whole-school culture of inclusion and respect: through assemblies, classroom activities, and pupil-led initiatives that celebrate diversity and encourage positive peer relationships.</p>	<p>CTs and SLT Aug 25-May 26</p>	<ul style="list-style-type: none"> Review and update how we identify pupils for Kitbag, soft start and or wellbeing lunchtime club. <p>Promote whole-school culture of inclusion and respect: A range of quality assurance processes will evidence an improved culture for the learner. This includes:</p> <ul style="list-style-type: none"> SLT learning walks (1 per term). Planning, tracking and monitoring, SLT monitoring evidence/feedback (1 per term). Pupil and staff survey data (May 2025 and May 2026). Recorded incidents and pastoral concerns related to bullying, discrimination, or exclusion will be reduced over time. SLT to gather qualitative feedback through focus groups or interviews to understand changes in peer relationships and school culture. 		
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PRIORITY 3

Strategic Objective:

To deepen learner engagement and raise achievement in digital learning and the expressive arts by expanding high-quality, inclusive opportunities in music, art, and drama. This will foster creativity, confidence, and skill development across all stages, while continuing to embed curriculum innovation through play-based and outdoor learning experiences.

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>
3. Improvement in skills and sustained, positive school-leaver destinations 4. Improvement in children and young people's health and wellbeing	2. Teaching and practitioner professionalism 4. Curriculum and assessment 5. School & ELC improvement	2.2 Curriculum 1.2 Leadership of Learning 3.3 Increasing creativity and employability	Choose an item. Choose an item. Choose an item.

Rationale for Change

Our stakeholder surveys this session were overwhelmingly positive, with 94% of pupils stating they enjoy learning at school and 93% feeling that staff encourage them to be the best they can be. However, when asked whether teachers ask them what they want to learn, 10% of pupils said no, and 13% were unsure. This highlights the need to enhance pupil involvement in personalisation and choice. Furthermore, learner feedback and other school self-evaluation activities reveal that pupils currently have limited exposure to expressive arts within the curriculum, particularly in music and drama. Participation in creative activities falls below expected levels, with some learners reporting low confidence in these areas. Evidence shows that creativity plays a key role in supporting wellbeing and engagement, so enhancing opportunities in expressive arts will help address these gaps and foster holistic development.

While we have made strong progress in developing our curriculum, expanding opportunities for play, outdoor learning, and embedding digital skills, we aim to build on this by further integrating these approaches to enrich creative learning experiences across the school throughout this session.

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PRIORITY 3: 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>
Pupils will confidently explore and express their creativity through music, art, and drama, demonstrating increased skills, imagination, and self-expression across a range of contexts.	<p>Curriculum enhancement: The NCCT teacher to integrate expressive arts across all stages by allocating dedicated time for music, art, and drama to ensure high-quality learning experiences.</p> <p>Curriculum development: Departmental curriculum development time will be used to take a collegiate approach to designing engaging, progressive learning experiences, in play and outdoor learning. This will ensure learning is meaningful and demonstrates depth, progression, challenge, and breadth at every stage.</p> <p>Innovative learning spaces: Develop dedicated zones, including an Infant Learning Lab focused on emergent literacy and numeracy, and an Upper STEAM Room. These purposeful spaces will be designed collaboratively with staff to</p>	<p>NCCT CT Aug 25-June 26</p> <p>CTs led by PTs Aug 25-June 26</p> <p>Staffing (Additional) (RM)led by DHT</p>	<p>Curriculum enhancement: Evaluate impact through pupil engagement using the Leuven Scale, with a focus on a targeted group of learners identified through health and wellbeing concerns; improved attendance within this group will indicate increased engagement and impact.</p> <p>Curriculum development: Monitor curriculum plans and lesson observations to track the increase and quality of play and outdoor learning activities across departments and collect data on pupil engagement and participation rates in play-based and outdoor learning sessions to measure growth and impact over time.</p> <p>Innovative learning spaces: Track frequency of use and pupil engagement levels in the learning zones through staff logs and pupil feedback surveys. Monitor improvements in literacy, numeracy, and STEAM skills via</p>		

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	<p>maximize usage and foster innovative, engaging learning experiences.</p> <p>Cross curricular projects: Classroom teachers will provide increased opportunities for expressive arts by embedding them in interdisciplinary projects that connect with literacy, health and wellbeing, and digital learning, making creativity meaningful and relevant. Staff are encouraged to consider the timing of these sessions, such as holding them on Mondays, to help improve attendance and engagement.</p> <p>Showcase & celebrate: Organise regular opportunities to allow pupils to share their creative work with peers, families, and the community. This includes: Learning Journals, Learning Cafes, exhibitions/ showcases/ assemblies, and performances. Ensure there is a range of lunchtime and or afterschool clubs for expressive arts and digital learning over the 4 terms.</p>	<p>Oct 25-March 26</p> <p>CTs Aug 25-June 26</p> <p>CTs Aug 25-June 26</p>	<p>assessments and pupil work samples linked to activities in the dedicated spaces.</p> <p>Cross curricular projects: A range of quality assurance processes will evidence the positive impact of increased focus on expressive arts and digital learning including:</p> <ul style="list-style-type: none"> Improved pupil confidence and engagement, measured through learner voice (surveys, focus groups) and the Leuven Scale for involvement. Progress in creativity, collaboration, and digital skills, observed through formative assessment, classroom observations, and samples of pupil work. Increased attainment and wellbeing indicators, particularly for targeted groups (e.g. improved attendance, reduced anxiety, higher engagement in learning). Teacher feedback and planning evidence, showing more frequent, purposeful integration of expressive arts and digital learning across the curriculum. <p>Showcase & celebrate: Pupils will demonstrate increased engagement in their learning, showing enthusiasm to showcase their skills and actively participate in events such as assemblies. This heightened involvement is expected to positively</p>		
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	<p>Pupil voice: Involve pupils in class planning and creative activities to increase ownership, motivation, and relevance.</p>	<p>CTs Aug 25- June 26</p>	<p>impact the attendance of identified pupils. We will:</p> <ul style="list-style-type: none"> • Maintain pupil participation records for scheduled events, and clubs. • Maintain family member engagement/ attendance numbers. • Collect and review samples of pupil work featured in Learning Journals, displays, and digital portfolios. • Gather feedback from pupils, families, and community members through surveys or informal discussions about the quality and impact of creative showcases. • Track the number and variety of expressive arts and digital learning clubs offered each term, alongside pupil participation and retention rates. <p>Pupil voice: At the start of a new topic or event (e.g., assembly or showcase), class teachers will collaborate with pupils to complete a shared K-W-N-L chart (Know, Want to know, Need to learn). This will help shape learning around pupil interests and gaps. Staff will track pupil involvement using participation and engagement metrics, monitoring changes in attendance, behaviour, and classroom engagement compared to before pupil input was introduced.</p>		
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<p>Pupils will effectively use digital technologies to enhance their learning, develop critical thinking and problem-solving skills, and confidently create and communicate ideas in a variety of formats.</p>	<p>Digital skills curriculum: NCCT teacher will deliver weekly digital skills lessons across all stages, aligned with CfE and Digital Literacy Experiences & Outcomes, North Ayrshire's Digital Framework and the cluster's Digital Progression Pathway.</p> <p>Assistive technology: The Targeted Support Teacher and NCCT teacher will introduce accessible tools (e.g., Immersive Reader, dictation, text-to-speech) to individuals and groups, supporting learners in developing independent use of these technologies. Additionally, a Dyslexia Support Group will meet termly to share thoughts, feelings, and positive strategies for using these resources.</p> <p>Digital creativity projects: NCCT Teacher will provide opportunities for cross-curricular digital creativity projects using tools like iMovie, Adobe Express, GarageBand, etc.</p> <p>Staff digital development: NCCT Teacher will support class teachers with planning and delivery of digitally enriched lessons through CLPL, and resource development.</p>	<p>NCCT (CS) CT Aug 25- June 26</p> <p>TST and PSAs led by NCCT CT Aug 25- June 26</p> <p>NCCT (CS) CT Aug 25- June 26</p> <p>NCCT (CS) CT Aug 25- June 26</p>	<p>Digital skills curriculum: Tracking pupil progression in digital skills using the cluster Digital Progression Pathway and class-based evidence (e.g., task completion, digital portfolios) will show increased confidence and competence across stages. Data from Pre/post learner surveys on confidence and digital skill use (focus 1st and 2nd level)</p> <p>Assistive technology: CTs will monitor the number of learners regularly using accessibility tools independently, and gather pupil feedback to evaluate impact on engagement and access to learning.</p> <p>Digital creativity projects: Sampling and moderation of pupil digital work (e.g., videos, presentations, animations, and audio recordings) will provide evidence of cross-curricular learning and demonstrate pupils' ability to apply digital skills across a range of contexts.</p> <p>Staff digital development: CLPL evaluation forms will demonstrate increased confidence and skill development in digital teaching for almost all staff. Survey feedback will show that the training has had a positive impact on classroom practice and supported improvements in learning and teaching.</p>		
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	<p>Collaborative platforms: CTs, supported by NCCT teacher, to embed use of collaborative and sharing platforms to allow pupils to share and communicate ideas, such as Learning Journals, OneDrive, Education Scotland's Learner Profiles (P6&P7).</p> <p>Digital Leaders Programme: NCCT teacher to facilitate a Digital Leaders group made up of P6 & P7 digital experts. They will support classes with learning, maintain technology and run lunch time clubs.</p> <p>Digital Schools Award: NCCT teacher to update the Digital Schools Award application with any new work from this session and participate in the interview and school visit stage of the application.</p>	<p>NCCT (CS) CT Aug 25- June 26</p> <p>NCCT (CS) CT Aug 25- June 26</p> <p>Digital Leaders group led by NCCT CT Aug 25- June 26</p>	<p>Collaborative platforms: Parental engagement with Learning Journals as a home/school sharing platform will be strong, with over 60% of families actively engaging with shared learning content. The Upper School PT will collaborate with Greenwood Academy to explore the use of Learner Profiles as part of a strengthened transition process.</p> <p>Digital Leaders Programme: Maintain detailed records of pupil participation in Digital Leaders and Digital Clubs, with the NCCT teacher ensuring targeted inclusion of pupils identified through PEF or other underrepresented groups.</p> <p>Digital Schools Award: The Digital Leaders group, supported by the NCCT teacher, will review progress against the Digital Schools Award criteria and maintain an up-to-date portfolio of evidence, including updates and feedback from the interview and school visit stages. The audit and pupil progress tracking will confirm that Glebe Primary School meets the required standards, leading to successful achievement of the award in session 2025–26.</p>		
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This should only be completed for aspects of your PEF spend not included within your Improvement Plan priorities.

***All areas of the PEF spend are included in above SIP**

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2025-26

PEF contact - HT or DHT with responsibility for the plan:			
Carry forward:		Total Allocation:	Total:

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?