



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Service

LAWTHORN PRIMARY SCHOOL & EARLY YEARS CLASS

Improvement Plan

2026-2027



Vision, Values and Aims

OUR VISION:



OUR VALUES:



AIMS:

- To provide a high-quality learning environment which promotes excellence and equity and enables our children to become successful learners, confident individuals, effective contributors and responsible citizens.
- To celebrate the talents and achievements of all children to enable them to achieve their full potential.
- To work in partnership with parents, carers and our whole school community to maintain a positive school community, where everyone is respected, included and nurtured
- To promote empowerment, leadership and collaboration at all levels.

EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2026/7 – 2028/9

The Education Service Improvement Plan is organised under three main priorities. Individual establishments should create their own plan under these three priority areas, 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 light blue 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 2026-27

PRIORITY 1: Improving learning outcomes for all (Inquiry Based Learning)

Strategic Objective:

To embed a consistent approach to high-quality learning and teaching which develops independent, skilled learners through inquiry, effective learning environments and meaningful learner participation.

Select the KEY drivers for this improvement priority

<u>National Improvement Framework</u> <i>Please select the relevant NIF priority</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 3. Improvement in skills and sustained, positive school-leaver destinations	4. Curriculum and assessment 5. School & ELC improvement Choose an item.	2.2 Curriculum 2.3 Learning, teaching and assessment Choose an item.	3.2 Curriculum 3.1 Play, learning and developing 2.1 Children experience high quality spaces

Rationale for Change

During session 2025–2026, significant progress was made in establishing a shared vision for high-quality learning and teaching through the co-construction of our Learning and Teaching Policy and 6Cs Progression Framework. Learning Intentions, Success Criteria and explicit skills are now consistently visible across the school, with external validation confirming that these make learning more explicit for pupils. Floorbooks have evolved into effective tools for driving inquiry and evidencing progression, supported by whole-staff moderation activities that strengthened professional understanding of high-quality practice.

Learning environments have also improved, however, self-evaluation identified some variation across the school, highlighting the need to further embed the Learning and Teaching Policy, develop learning environments that consistently promote independence and inclusion, and strengthen departmental planning to ensure greater consistency and progression across all stages.

Pupil consultation reinforced these findings. Children identified clear strengths in understanding the purpose of their learning, positive relationships, collaborative learning, the effective use of technology, and opportunities for choice, challenge and skills development. However, they also highlighted the need for more increased outdoor and learning, more varied learning environments and resources that better support independence and inquiry.

Therefore, our improvement work for 2026–2027 will focus on embedding the Learning and Teaching Policy, reviewing learning environments to maximise inclusion and independent learning, providing structured departmental planning opportunities to improve consistency and progression, and extending the purposeful use of outdoor and alternative learning spaces across the school.

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School/EYC Improvement Plan 2026-27

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 experience a consistent, high-quality approach to learning and teaching across the school, enabling them to become increasingly independent, skilled and confident learners.	- Embed the Learning & Teaching Policy across the school. - Establish a programme of peer observations and professional dialogue focused on agreed elements of the policy. - Use learning walks, staff reflection and collegiate activities to evaluate consistency and identify next steps. - Provide opportunities for staff to share effective practice.	August 2026 – June 2027 SLT/All Staff	- There will be an increase in the proportion of learners demonstrating independence, engagement and active participation in learning from 2025-2026 to 2026-2027. - Learning observations will demonstrate increased consistency in the use of agreed Learning & Teaching approaches across all classes. - Through consultation at focus groups, learners will report a consistent experience of high-quality learning across the school. - Using a questionnaire, staff will demonstrate greater confidence and consistency in implementing the Learning & Teaching Policy.		PT enhancement
Learners will develop and apply skills for learning, life and work through meaningful inquiry-based learning experiences.	Developing Inquiry-Based Learning and Curriculum Design Develop and implement a progressive two-year interdisciplinary learning cycle.	August 2026 – June 2027 SLT/Teaching Staff/EYC Staff	- Classroom observations will show learners increasingly apply skills across different curriculum areas and real-life contexts. - Floorbooks, learner conversations and assessment evidence will show increasing		

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	- Establish departmental planning meetings to support progression and consistency. - Use progression pathways for inquiry skills and the 6Cs. - Engage with Confucius Classroom opportunities to broaden cultural learning experiences. - Develop outdoor learning and community partnerships to provide real-world contexts for learning.		learner ownership of learning and understanding of skills development. Through collegiate discussion, staff will demonstrate greater confidence and consistency in planning progressive interdisciplinary learning experiences		
Learners will access rich learning environments which promote independence, creativity, collaboration and problem-solving.	- Audit and develop learning environments across the school. - Further develop shared learning spaces including the library, STEAM room, music room, outdoor learning areas, pastoral spaces and sensory areas. - Introduce timetabling to maximise access to specialist learning spaces. - Ensure environments promote independent learning and visible progression of skills.	August 2026 – June 2027 SLT/Teaching Staff/EYC Staff	- Classroom observations will show that learners make effective use of learning environments to initiate, extend and evaluate their own learning. - Timetables will show an increase in the use of alternative spaces for learning. - Learner voice indicates that learning environments support engagement, wellbeing and success.		
Learners will influence learning through meaningful opportunities for participation,	- Continue to develop floorbooks as a tool for learner voice and responsive planning.	August 2026 – June 2027 SLT/Teaching Staff/ EY Staff	Classroom observations and floorbooks will show learners demonstrate increased confidence in leadership roles and decision-making opportunities.		

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School/EYC Improvement Plan 2026-27

leadership and decision-making.	- Strengthen pupil leadership groups and opportunities for leadership across the school. - Ensure pupil interests, questions and ideas inform learning contexts. - Increase visibility of learner voice within classrooms and shared spaces.		- Floorbooks, planning evidence and learner discussions will demonstrate that pupil interests, questions and ideas are influencing learning. - During focus groups, learners will be able to articulate how they have contributed to school developments and improvements. - Floorbooks and staff discussion will show that staff demonstrate greater confidence and consistency in using learner voice to inform planning and learning experiences.		
Learners will develop skills for learning, life and work through wider partnerships and global learning opportunities.	- Engage with Confucius Classroom initiatives. - Develop learning partnerships within the community and wider networks. - Extend opportunities for outdoor learning, cultural learning and real-life contexts. - Incorporate digital technologies to support research, collaboration and creativity.	August 2026 – June 2027 SLT/Teaching Staff/ EY Staff	- Floorbooks, planning evidence and learner discussions will demonstrate that learners have opportunities to engage in partnership working and outdoor learning. - Through questionnaires and collegiate discussion, staff will demonstrate greater confidence and consistency in using digital technologies.		
EY SPECIFIC: Children will develop independence, curiosity and problem-solving skills through high-quality play and continuous provision.	Review continuous provision from Early Years to P3 to ensure progression of skills.	August 2026 – June 2027 Senior EYP/ EY Staff	- Observations and learning walks will show Increased learner engagement and independence. - Tracking and observations will show progression of skills across stages.		

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	Audit and enhance learning environments to promote challenge and independence.				
EY SPECIFIC: Children will influence their learning through meaningful consultation and responsive planning approaches.	- Introduce and further develop approaches to developing pupil voice such as Story Voting, Wonder Walls, Children's Planning Meetings, Floorbook voting and Learning Detectives. - Strengthen use of observations to inform planning and next steps.	August 2026 – June 2027 Senior EYP/ EY Staff	Floorbooks and planning documentation will show children's interests influencing planning.		
EY SPECIFIC: Children will use digital technologies to support inquiry, creativity and communication.	Develop use of iPads, QR codes, programmable toys and photography.	August 2026 – June 2027 Senior EYP/ EY Staff	- Learning observations will demonstrate increased use of digital technologies in learning. - Staff evaluations will show improved confidence in using digital tools to support learning.		

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School/EYC Improvement Plan 2026-27

PRIORITY 1: Improving learning outcomes for all (Raising Attainment)

Strategic Objective: To raise attainment in Literacy & Numeracy

Select the KEY drivers for this improvement priority

<u>National Improvement Framework</u> <i>Please select the relevant NIF priority</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 2. Closing the attainment gap between the most and least disadvantaged children and young people	2. Teaching and practitioner professionalism 1. School & ELC leadership 4. Curriculum and assessment	1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, teaching and assessment	3.2 Curriculum 4.3 Children's progress 3.3 Learning, teaching and assessment

Rationale for Change

CYPIC WRITING: Over session 2026-27, we will improve outcomes in writing for **P4 learners working at First Level** through the implementation of the CYPIC National Writing Programme, using a quality improvement approach. Attainment over time shows that there has been a dip in writing attainment from the end of P3 to the beginning of P4 over the past 4 years.

Learners on track in writing will increase by 10% from October 2026 to June 2027. This work will begin with P4 learners to develop and improve effective writing pedagogy before implementation in further classes. Practitioners will be supported through targeted professional learning to develop a shared understanding of the CYPIC quality improvement approach, ensuring the delivery of high-quality writing instruction. This will include a clear and consistent focus on the tools for writing and the effective application of the CYPIC methodology. Alongside explicit teaching, we will foster a positive writing culture in which purposeful talk, creativity and learner motivation are central.

The strategic outcome is to raise attainment in writing, improve practitioner confidence and consistency, and significantly reduce the poverty-related attainment gap through high-quality, evidence-based practice.

NUMERACY & MATHS: Analysis of whole-school attainment data shows that, whilst Reading and Writing have remained broadly stable and Listening and Talking continues to be a strength, attainment in Numeracy has declined from 87% in June 2025 to 82% in May 2026. This decline is most evident across the upper school, particularly in P5–P7, although variation between cohorts is also evident, with a reduction in attainment in P3. Attainment data highlights the need for a more consistent approach to learning, teaching and assessment to improve outcomes in Numeracy.

To improve attainment, we will review planning for Numeracy and Mathematics, ensuring learning is progressive, purposeful and relevant through stronger links with interdisciplinary learning. Summative assessments will also be reviewed to provide consistent evidence of learners' progress, supporting professional judgement, moderation and tracking across the school. This work will align with the introduction of the new Curriculum Improvement Cycle (CIC), enabling a shared approach to curriculum design, assessment and continuous improvement, with the aim of improving attainment and reducing variation across all stages.

EARLY YEARS: Observations and self-evaluation evidence highlight the need to increase opportunities for children to develop and apply literacy and numeracy skills across the playroom through high-quality play experiences. While children engage well in play-based learning, there is a need to ensure literacy and numeracy experiences are consistently embedded throughout the environment to promote progression and challenge for all learners.

The introduction of new Early Years tracking documentation has strengthened our ability to identify and monitor the progression of skills across Early Level. Our next steps will focus on using high-quality small group activities, observations to inform planning, track children's progress over time and ensuring learning experiences are responsive to individual needs. This will support a more consistent approach to assessment, planning and the development of early literacy and numeracy skills.

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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>
CYPIC WRITING: Learners clearly understand what good writing looks like and how to meet success criteria. Writing improves in small, manageable steps, building confidence in learners. Learners will engage in writing a minimum of 3 times per week and for a period of 15 minutes within each writing lesson. Learners become more reflective and independent, able to assess and improve their own writing. Learners and practitioners' enjoyment of writing post engagement will increase.	- Class teacher and Senior leadership attendance at North Ayrshire training for cohort 3 /4 of QI writing, including 2 x in person days (introduction and showcase event) and 6 x twilights - Use QI diagnostics (Pareto) to identify gaps in learning and plan teaching inputs to address these gaps. - Class teachers will consistently apply the CYPIC bundle in all writing lessons - Class teachers will consistently gather and measure progress against the LI & SC using run charts - Each class will have a clear stretch aim for overall learner progress and a minimum of 2 specific teaching aims relating to measurable tools for writing. - Practitioners will use a fishbone tool to analyse the reasons behind those learners' whose attainment is not improving and work with other practitioners to consider how to best support these learners.	P4 Class teachers & HT September 2026- January 2027	- We will see an increase in the proportion of pupils working beyond expectations. Learners on track in writing will increase by 10% from June 2026 to June 2027. - Quality of writing, Improvements in the clarity, structure and accuracy of learners' written work, including appropriate use of sentence structure, punctuation and vocabulary. - Pupil focus groups will show learners demonstrate increased confidence, independence and engagement when writing for a range of purposes and audiences. - Classroom observations will show that learning intentions, success criteria and feedback are used consistently, and pupils can identify strengths in their work and describe next steps. - Staff evaluations will show greater confidence and consistency in teaching approaches and professional judgement.		N/A

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NUMERACY & MATHS: Learners will experience a consistent, progressive and engaging approach to Numeracy & Mathematics across the school, leading to increased confidence, attainment and application of numeracy skills in meaningful real-life contexts.	• Provide collegiate professional learning sessions to support all staff in understanding and implementing the NAC Numeracy & Mathematics Planning Framework. • Ensure all staff use the NAC Numeracy & Mathematics Planning Framework to plan progressive learning experiences and support consistency across stages. • Participate in Maths Week Scotland, providing opportunities for learners to engage in rich, enjoyable and challenging numeracy experiences across the curriculum. • Facilitate a collegiate planning session for staff to review Numeracy & Mathematics pathways and identify opportunities to strengthen links with interdisciplinary learning, PE themes etc. to make learning relevant. • Review and refine summative assessment approaches to ensure assessment evidence supports robust Teacher Professional Judgement (TPJ) and tracking of learner progress. • Leadership team to engage with and familiarise themselves with the CIC Numeracy & Mathematics Framework to support professional dialogue and school improvement.	Class teachers & Numeracy & Maths Coordinator August 2026- June 2027	• Planning scrutiny will demonstrate consistent use of the NAC Numeracy & Mathematics Planning Framework across all stages. • Staff evaluations will show increased confidence in planning, delivering and assessing Numeracy & Mathematics. • Learner voice will indicate increased enjoyment, confidence and understanding of how numeracy skills relate to real-life contexts. • Maths Week Scotland activities will demonstrate high levels of learner participation and engagement. • Learning walks and classroom observations will show increased opportunities for learners to apply numeracy skills across different curricular areas and meaningful contexts. • Summative assessment evidence and tracking meetings will demonstrate greater consistency in Teacher Professional Judgements. • Tracking data will show an increase in the proportion of learners achieving and maintaining expected Curriculum for Excellence levels in Numeracy & Mathematics.		
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EY SPECIFIC: Children will develop early literacy and numeracy skills through high-quality play experiences and targeted learning opportunities across the Early Years environment.	Developing Literacy and Numeracy through Play 0.2 Class Teacher will support the planning and development of literacy and numeracy experiences across the playroom to ensure high-quality learning opportunities are embedded within continuous provision. 0.2 Class Teacher will work alongside Early Years staff to plan progressive literacy and numeracy small-group experiences, ensuring clear progression of skills and appropriate challenge for all learners. - Review and enhance literacy and numeracy resources across the playroom to promote curiosity, engagement and independent learning. - Develop parental engagement opportunities to support literacy and numeracy learning at home through initiatives such as Story Bags, Home Link Number Bags and family learning activities. - Strengthen links between home and nursery through sharing practical strategies and activities that support early literacy and numeracy development.	0.2 Class teacher & Senior EYP August 2026- June 2027	- Observations, floorbooks and learning stories will demonstrate increased engagement in literacy and numeracy experiences across the playroom. - Developmental tracking data will show progress in early literacy and numeracy skills for individual children and groups of learners. - Planning documentation will demonstrate progression and consistency in literacy and numeracy learning experiences. - Parental participation data and feedback will demonstrate increased engagement with literacy and numeracy learning at home. - Children will increasingly apply literacy and numeracy skills independently within their play and everyday learning experiences.		
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School/EYC Improvement Plan 2026-27

PRIORITY 2: Supporting needs, wellbeing, equality and inclusion

Strategic Objective: To support the needs of neurodivergent learners and ensure the wellbeing of all children across the school and Early Years

Select the KEY drivers for this improvement priority

<u>National Improvement Framework</u> <i>Please select the relevant NIF priority</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>
4. Improvement in children and young people's health and wellbeing Choose an item.	2. Teaching and practitioner professionalism 4. Curriculum and assessment 6. Performance information	1.2 Leadership of Learning 1.3 Leadership of change 3.1 Ensuring wellbeing, equality and inclusion	3.1 Play, learning and developing 4.1 Nurturing care and support 4.2 Wellbeing, inclusion and equality

Rationale for Change

Our May Parental Survey highlighted that 92% of parents felt behaviour at Lawthorn is good, with 1% disagreeing and 7% remaining neutral. During consultation on our School Improvement Plan, parents identified key priorities for supporting needs as increased support for neurodiverse learners, more targeted emotional wellbeing support, and greater inclusion for all pupils.

Across the school and Early Years, there has been a 56% increase in recorded incidents involving dysregulated learners in 2025–2026 compared to 2024–2025. This reflects the growing need for a consistent, values-based approach to supporting emotional regulation, wellbeing, and inclusion across the school community.

In line with the local authority's "New Authority" approach, we recognise the importance of the principles of resist, persist, unity, and repair in supporting children and young people. Many learners require targeted support to overcome barriers linked to neurodivergence, social and emotional needs, ACEs, and mental health and wellbeing. At times, distressed behaviours can also impact on the wider learning environment. As a result, our next steps will focus on strengthening inclusive, nurturing, and values-based practice across the school, with a particular emphasis on targeted support for neurodiverse learners.

Early Years:

Self-evaluation, including our Circle Resource audit, identified the need to further develop the Early Years environment to better support children's wellbeing, emotional regulation and inclusion. The audit highlighted the need for additional quiet spaces, visual supports and consistent universal strategies to help children understand routines, regulate their emotions and engage successfully in play and learning.

Increasing levels of additional support needs within the Early Years highlighted the need to strengthen staff knowledge and confidence in safe working practices. Alongside this, we will continue to develop staff understanding of inclusive and nurturing approaches to ensure children receive timely, appropriate support.

Our improvement work will therefore focus on enhancing the learning environment, embedding consistent visual supports and quiet spaces, and providing professional learning to ensure staff are equipped to meet the increasingly diverse needs of all learners.

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School/EYC Improvement Plan 2026-27

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>
Children and young people will experience consistent, inclusive approaches across the school, enabling them to feel understood, supported and successful in their learning.	Developing Whole-School Inclusive Practice - Develop and implement a whole-school ASN Policy which clearly outlines STINT processes, identification and assessment procedures, intervention pathways, parental communication and staff roles and responsibilities. - Create a shared ASN and CLPL digital hub to support staff understanding of neurodiversity, inclusive practice and targeted interventions. - Deliver professional learning linked to the New Authority approach, nurturing approaches and supporting neurodiverse learners. - Work alongside Foxgrove staff and partner agencies to develop staff confidence and consistency in inclusive practice.	Class teacher, Targeted Support Teacher & ASN Coordinator August 2026- June 2027	- Staff evaluations will demonstrate increased confidence in supporting neurodiverse learners and implementing inclusive practices. - Professional dialogue, learning walks and monitoring activities will evidence increased consistency in inclusive practice across the school. - Learner voice will demonstrate that children feel supported and understood within their learning environment.		27.5h PSA (nurture)

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Children and young people will learn within environments that promote wellbeing, independence, emotional regulation and engagement in learning.	Developing Inclusive Learning Environments - Embed our whole school approach to inclusive environments (within our Teaching & Learning policy) - Ensure all classes include visual timetables, visual instruction cards, regulation spaces and help desks. - Develop dedicated nurture and sensory spaces to support emotional regulation and wellbeing. - Make adaptations to our physical building to create quiet areas		- Learning walks and observations will demonstrate consistent implementation of inclusive practices across all learning environments. - All classes will include agreed universal supports and regulation strategies. - Learner voice and wellbeing data will demonstrate that children feel safe, included and supported. - A reduction in recorded incidents involving dysregulated behaviour will be evident from 2025–2026 to 2026–2027.		
Children and young people will receive timely, targeted support which removes barriers to learning and improves wellbeing, engagement and attainment.	Strengthening Targeted Supports and Interventions - Review assessment pathways to support the early identification of need. - Introduce and monitor targeted interventions including Sensory Circuits, TAC Pac, Keeping Your Cool in School, LIAM and Change and Loss groups. - Ensure interventions are planned, tracked and reviewed	Class teacher, Targeted Support Teacher & ASN Coordinator August 2026- June 2027	- Pre- and post-intervention assessments will demonstrate positive impact for targeted learners. - Tracking and staged intervention data will show that needs are identified earlier and appropriate supports are implemented effectively. - Family feedback will demonstrate increased confidence in support pathways and communication.		

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	through staged intervention processes. Provide clear information to parents and carers on supporting needs and enhanced transition from EY – P1 and P7 – S1.				
EY SPECIFIC: Children will experience nurturing, inclusive environments and targeted support which promote wellbeing, engagement and positive outcomes for all learners.	Early Years Inclusive Practice - ASN Coordinator to support STINT processes and intervention planning (0.1 allocation). - Develop a quiet space within the Early Years environment. - Audit and review the Early Years environment to ensure it is inclusive, nurturing and accessible for all learners. - Staff will engage in professional learning in relation to Signs of Safety & SIMOA, to enable them to support children to make safe choices within the EY environment	ASN Coordinator & EYPs August 2026- June 2027	- Observational evidence and developmental tracking data will demonstrate improved outcomes for children receiving targeted support. - Family engagement data will demonstrate increased confidence in support arrangements. - Learning observations will demonstrate increased engagement, wellbeing and participation across the Early Years setting. - Staff evaluations will show increased confidence in identifying and supporting additional support needs at an early stage.		

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School/EYC Improvement Plan 2026-27

PRIORITY 2: Supporting needs, wellbeing, equality and inclusion (Attendance)

Strategic Objective: To improve attendance by promoting positive engagement, robust monitoring and effective partnership working with families.

Select the KEY drivers for this improvement priority

<u>National Improvement Framework</u> <i>Please select the relevant NIF priority</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>
4. Improvement in children and young people's health and wellbeing 1. Improvement in attainment, particularly literacy and numeracy	3. Parent/carer involvement and engagement Choose an item. Choose an item.	2.7 Partnerships 3.2 Raising attainment and achievement Choose an item.	Choose an item. Choose an item. Choose an item.

Rationale for Change

ATTENDANCE:

*School attendance remains a key factor in ensuring positive outcomes for children and young people. In session 2024–25, the school's average attendance was **93.54%**, which was below the Quartile 4 average of **94.05%**, indicating a need to strengthen approaches to monitoring, communication and engagement with families. This aligns with the Scottish Government's national focus on improving attendance and reducing barriers to school engagement, recognising that regular attendance is fundamental to wellbeing, inclusion and attainment.*

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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>
Improved attendance rates across all stages, with pupils and families having a greater awareness of the importance of regular school attendance.	We will implement and promote the new Parent Portal to provide families with access to attendance information and alerts.	August 2026 – June 2027 SCHOOL OFFICE	We will monitor Parent Portal usage across the year and will show: - Increased parental engagement with attendance information. - Improvement in attendance rates from 93.54% towards or above the Quartile 4 average.		
Attendance concerns are identified and addressed earlier through robust tracking and monitoring processes.	We will use the NAC Attendance Tracker to monitor attendance patterns, identify concerns and implement timely interventions. Attendance will be reviewed monthly by SLT.	August 2026 – June 2027 SCHOOL OFFICE/ HT	Monthly attendance data will be analysed and will show: - A reduction in persistent absenteeism. - An increased number of interventions recorded.		
Families have a greater understanding of attendance expectations and the impact of attendance on learning.	We will include attendance information, guidance and celebration of positive attendance within monthly parent newsletters.	August 2026 – June 2027 HT	Parental feedback will show: Increased parental awareness of attendance.		
Pupils are motivated to attend school regularly and feel engaged in school life.	We will plan and deliver a varied programme of curricular and extracurricular activities, themed events, achievement opportunities and wider experiences throughout the school year.	August 2026 – June 2027 SLT/ CLASS TEACHERS	Pupil voice and focus groups will show: - Increased pupil participation in school events. - Pupil voice demonstrates positive engagement.		

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PRIORITY 3: Building a self-improving service

Strategic Objective: To strengthen professional judgement through effective use of data, high-quality assessment and collaborative moderation to improve outcomes for all learners.

Select the KEY drivers for this improvement priority

National Improvement Framework <i>Please select the relevant NIF priority</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 Choose an item.	6. Performance information Choose an item. Choose an item.	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 2.7 Partnerships	3.3 Learning, teaching and assessment Choose an item. Choose an item.

Rationale for Change:

During session 2025–2026, staff continued to strengthen professional dialogue through tracking meetings and in-school moderation. Primary 7 staff reported that moderation across the cluster and with secondary colleagues improved confidence, consistency and shared expectations of standards.

Self-evaluation identified areas for further development. Staff confidence in analysing attainment data varies, tracking meeting paperwork is not yet completed consistently, and staff identified the need for more dedicated time to prepare for and engage in tracking meetings. To improve consistency in assessment and professional judgement, moderation opportunities will be extended across all stages and the wider cluster.

Early Years: Self-evaluation identified the need to strengthen the use of high-quality observations to ensure they provide robust evidence of children's progress, inform planning more effectively and support accurate tracking of learning over time.

Therefore, during 2026–2027 we will strengthen staff confidence in data analysis, refine tracking processes and documentation, provide protected time for tracking meetings, extend moderation across the school and cluster, and further develop the use of observations in Early Years to improve assessment, professional judgement and learner outcomes.

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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>
Learners will benefit from timely identification of strengths and barriers to learning, leading to targeted support and improved attainment in literacy and numeracy.	Improving Tracking and Use of Data - Review and refine whole-school tracking systems to ensure attainment, progress, wellbeing and intervention data is used consistently to inform next steps. - Review the structure and focus of tracking meetings to strengthen professional dialogue, challenge and accountability. - Introduce Data Clinics following summative assessments to support staff in analysing attainment and progress data, identifying trends and planning targeted interventions. - Develop staff confidence in the use of assessment evidence and data to support planning and learner progress.	August 2026 – June 2027 HT / Curricular Leads/ Class Teachers	Tracking meetings and attainment reviews will demonstrate: - Increased staff confidence in analysing and using data. - More targeted interventions identified through tracking processes. - Improved consistency in professional dialogue around learner progress. Attainment data will show: - Increased numbers of pupils on track to achieve expected CfE levels. - Improved progress for targeted learners		

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Learners will experience greater consistency in assessment practices, leading to more accurate identification of progress and achievement.	Developing Assessment and Moderation - Establish a cluster moderation group with representation from each school to develop a shared writing assessment framework and moderation rubric. - Engage in cluster and school-based moderation activities to support consistent professional judgement. - Develop exemplification materials for writing across CfE levels to support assessment and moderation. - Strengthen assessment literacy through professional learning and collaborative moderation activities.	August 2026 – June 2027 HT / Literacy Lead / Cluster Representatives	Moderation activities will demonstrate: - Increased consistency in professional judgement across the cluster. • - Greater staff confidence in assessment decisions. • - Increased use of shared assessment criteria and exemplification materials. Staff evaluations will show: - Improved understanding of progression within writing. - Increased confidence in making attainment judgements		
Learners will experience assessment approaches which clearly identify next steps and support continuous improvement.	Improving Assessment for Learning - Review assessment approaches across literacy and numeracy to ensure evidence is robust, manageable and informs learning. - Further develop consistent approaches to recording and analysing assessment evidence.	August 2026 – June 2027 SLT / Class Teachers / EYC Staff	Sampling of assessment evidence and learner conversations will demonstrate: - Clear identification of next steps in learning. - Increased learner understanding of progress and achievement. - Consistent approaches to assessment across the school. Data analysis will show: - Improved attainment and progress over time.		

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	- Strengthen learner involvement in understanding progress, targets and next steps. EARLY YEARS SPECIFIC: - Develop a consistent approach to tracking progress through observations, floor books and developmental pathways. - Use observational evidence more effectively to identify next steps, inform planning and monitor progress over time.		More effective targeting of support and interventions.		
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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:					
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?