



Lawthorn Primary School & Early Years Class



Standards & Quality Report

Session 2025-2026

STANDARDS & QUALITY REPORT



INTRODUCTION

Lawthorn Primary School is a unique school, surrounded by woodland walkways which lead to Eglinton Country Park. The school opened in August 2000 to serve the growing needs of the Lawthorn, Girdle Toll and Perceton areas of Irvine. It is a purpose built, open plan, non-denominational school. In June 2026, the total role was 262, with 11 classes from Primary 1 to Primary 7 across the school and 32 children in the Early Years Class.

SCHOOL ROLE: JUNE 2025							
EYC	P1	P2	P3	P4	P5	P6	P7
32	44	25	31	38	44	35	45

Our staff team are highly experienced and committed to their roles. The staffing structure consists of a full-time equivalent of 14.7, including 1 Head Teacher, 1 Depute Head Teacher and 2 Principal Teachers (one funded through the Pupil Equity Fund). The teaching staff is supported by 165 hours Pupil Support Assistant (with 27.5h funded through PEF) and 2.0 clerical staff. The Early Years Class is staffed by a full-time equivalent of 4.0 Early Years Practitioners, including 1 full-time Senior Early Years Practitioner. We also benefit from 15h Early Years Assistant which covers staff lunchbreaks. Our Early Years Class operates from 9am – 3pm Monday-Friday, term time and offers 30 hours of Early Education and Childcare per week.

Close links have been established with Greenwood Academy and associated primary schools and a robust P7/S1 transition programme has been firmly established.

Our catchment area is mixed and has a high population of families living within deciles 7-9. We have embedded a positive, nurturing ethos and we are fully committed to working together to ensure we nurture, inspire and support our children be the best they can be. Our children and families are at the heart of our school community and we have high expectations and aspirations for them all.

This report details the progress we have made in relation to our School Improvement Plan and is set within the context of both Curriculum for Excellence and the National Improvement Framework. We have measured ourselves against the quality indicators of 'How Good is our School 4' and 'How Good is Our Early Learning & Childcare'.

LAWTHORN PRIMARY SCHOOL & EARLY YEARS CLASS



VISION, VALUES & AIMS

OUR VISION

Lawthorn Primary and Early Years is a welcoming and caring school that supports children

to be the best they can be!



OUR PROMISE

We will welcome our children and families to our school community and work together as a team. We will support children's learning and wellbeing as well as embracing their unique talents and interests. 

OUR VALUES



School 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.

*in a world
where you
can be
anything,
be KIND*

ATTAINMENT OVERVIEW 2024-2025



Attainment at key stages in **June 2025** shows that Lawthorn Primary School attainment is higher than the NAC average for all areas of literacy and numeracy.

		READING	WRITING	L&T	NUMERACY
P1	NAC data June 2025	76%	77%	87%	80%
	Lawthorn PS June 2025	91%	91%	91%	96%
P4	NAC data June 2025	72%	68%	84%	70%
	Lawthorn PS June 2025	89%	73%	93%	76%
P7	NAC data June 2025	79%	72%	87%	73%
	Lawthorn PS June 2025	92%	84%	97%	92%

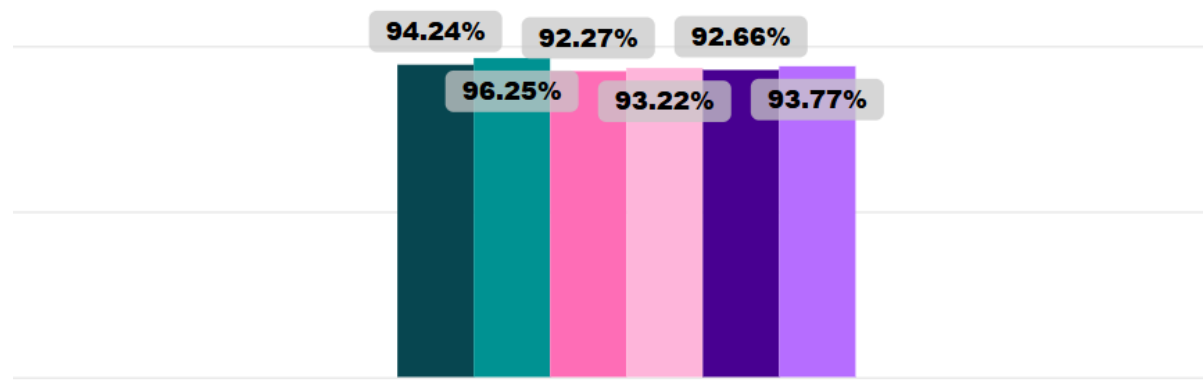
The following table details the percentage of pupils on track in their learning for each stage in **June 2025**. At almost all stages, attainment has shown a steady increase over time.

	PERCENTAGE OF PUPILS ON TRACK			
	READING	WRITING	LISTENING & TALKING	NUMERACY
PRIMARY 1	91%	91%	91%	96%
PRIMARY 2	87%	94%	100%	100%
PRIMARY 3	89%	82%	98%	93%
PRIMARY 4	89%	73%	93%	76%
PRIMARY 5	86%	86%	94%	80%
PRIMARY 6	74%	80%	96%	70%
PRIMARY 7	92%	84%	97%	92%

Attendance

In 2024-2025 there was a slight increase in overall attendance since 2023-2024, however this still falls short of attendance in 2019/20 and 2020/21.

Session Start Year ● 2019/20 ● 2020/21 ● 2021/22 ● 2022/23 ● 2023/24 ● 2024/25



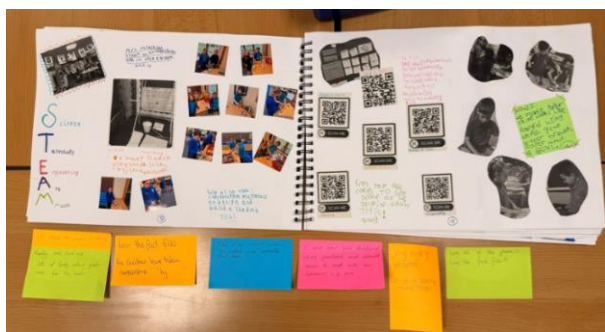
There were no exclusions in session 2024-2025.

SCHOOL IMPROVEMENT PRIORITIES 2025-2026

PRIORITY 1: To ensure high quality learning and teaching across the curriculum

What have we achieved?

- We developed a whole-school Teaching and Learning Policy, creating greater consistency in expectations and pedagogical approaches from Early Years to P7.
- We established a progression framework for the 6Cs (Collaboration, Communication, Creativity, Critical Thinking, Character and Citizenship), supporting a coherent skills pathway from Early to Second Level.
- We further developed inquiry based and interdisciplinary learning, resulting in greater learner engagement, independence and ownership of learning.
- We embedded learner voice more effectively through the consistent use of floorbooks across the school and Early Years Class, strengthening planning and evaluation processes.
- We developed improved observation, planning and tracking systems within the Early Years.
- We expanded STEAM learning opportunities through a dedicated learning space and increased staff expertise, improving learners' problem-solving, creativity and digital skills.



High-Quality Observations: Quick Reminders

- ★ Capture the Spark:
Focus on moments of significant learning or strong interest.
- Be Factual & Objective:
Describe exactly what you see and hear.
Include children's direct quotes.
- ✿ Add Context:
Where it happened, what was used, and who was involved.
- 🔗 Link to Learning:
Connect to relevant Experiences & Outcomes.
- 📌 Identify Next Steps:
Consider how to extend, support, or challenge learning.
- 🌟 Keep It Clear & Concise:
Meaningful detail without unnecessary description.

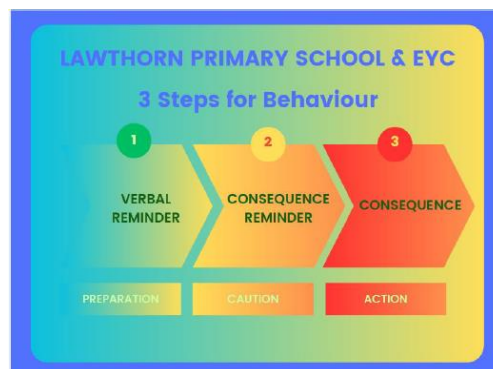
Next steps

- Embed and evaluate the implementation of the Teaching and Learning Policy to ensure consistency and high-quality learning experiences across all stages.
- Further develop indoor and outdoor learning environments to promote inquiry-based learning, creativity, collaboration and learner agency.
- Strengthen departmental and collegiate planning opportunities to support professional dialogue, moderation and the sharing of effective practice.
- Continue to develop interdisciplinary learning and skills progression, ensuring learners can apply and transfer skills across a range of contexts.

PRIORITY 2: To improve behaviour & relationships across the school and Early Years

What have we achieved?

- *We successfully implemented a refreshed Behaviour and Relationships Policy, ensuring a more consistent whole-school approach to positive behaviour and relationship building.*
- *We worked with children and parents to develop family-friendly guidance, policy information and practical support resources.*
- *We improved consistency of language, expectations and behaviour management strategies across the school, contributing to a calmer and more nurturing learning environment.*
- *We increased pupils' understanding of equality, diversity, children's rights and anti-bullying through assemblies, curriculum activities and leadership opportunities.*
- *We embedded visual supports and relationship-building strategies that helped children develop conflict-resolution skills.*
- *We enhanced targeted wellbeing support through staff training and intervention programmes, resulting in increased engagement, confidence and readiness to learn.*



Next steps

- *Enhance targeted support and interventions for dysregulated learners.*
- *Introduce and embed North Ayrshire Council's New Authority framework to promote consistency, inclusion and positive outcomes for all learners.*
- *Review, develop and implement an updated ASN Policy to strengthen identification, support pathways and inclusive practice across the school.*

PUPIL EQUITY FUND

What we achieved in 2025-2026

PT Enhancement and 0.2 Teacher Allocation

PEF funding supported a Principal Teacher enhancement and a 0.2 teaching allocation, increasing leadership capacity to drive forward key improvement priorities. This enabled the development of inquiry-based learning and STEAM approaches across the school, supporting staff professional learning and curriculum innovation. As a result, pupils demonstrated increased engagement, motivation and participation in learning experiences.



The Six Superpowers Targets			
Early Level	Summary of Level (Katie Gray)	Middle of Level (Jill)	End of Level (Jill)
Character	- To stop uninvited in an activity for a short time. - To share my things and take turns when needed. - To apply thinking my task when I start it. - To try new things in different parts of the playground.	- To quickly get used to changes like room layout. - To show I care about others and the wider world. - To accept when something positive and/or unexpected happens. - To know when I need help and ask for it.	- To make a simple plan for how I will play on for a task/project. - To keep going even when the activity is tricky. - To show kindness to others.
Critical Thinking	- To recognise when things are the same or different. - To guess what will happen next in a story or game.	- To follow a few steps to complete a task. - To use materials to solve a problem.	- To make my own instructions or rules for a game. - To be curious and find an answer to something I am interested in.
Communication	- To listen to stories and follow simple instructions. - To talk about and answer questions about myself and my family.	- To tell others and talk about things I know. - To enjoy listening to other children's stories. - To use words that I have just learned, when speaking to others.	- To know and be able to talk about what I am learning. - To make my own instructions or rules for a game. - To be curious and find an answer to something I am interested in.
Collaboration	To follow the simple instructions for a group activity or game.	- To join in games and activities with others. - To listen to my friends when playing. - I can give simple instructions to others.	- To explain the rules of a simple game or activity to a friend. - To explain the rules of a simple game or activity to a friend. - To talk about what happened in a story or in life and talk about it.
Creativity	- I show interest and curiosity in new things. - I put objects together to make something new.	- To think of and talk about my own ideas for solving problems during play. - I can use simple instructions to others. - To use my imagination when I play.	- I help my friends when we work on a task together. - To talk to my friends about how to solve a problem. - To contribute ideas to the class that I have.
Citizenship	- To talk about my feelings (e.g. happy, sad). - To put away or tidy up what I have been playing with.	- To look after things in school (objects). - To know that people are different but are all special.	- To change my idea on my plan if it doesn't work out. - To express myself in different ways, for example as role play, games, singing, drawing, making marks. - To know that what I do can make others feel good or bad. - To demonstrate our school values. - To talk about how to behave in the community to keep myself and others well and safe. - To notice when someone is upset or needs help.

Additional Pupil Support Assistant

PEF funding enabled us to recruit one additional pupil support assistant, enhancing our capacity to deliver targeted interventions. These included:

- Toe by Toe (structured literacy support)
- 5 Minute and 10 Minute Boxes (phonics and literacy reinforcement)
- Boosting Reading Programme

All interventions demonstrated positive impact, supporting pupil progress in literacy and increasing confidence in learning.



Behaviour and Relationships Support

PEF funding contributed to the engagement of behaviour specialist Brian Donnelly to support the implementation of our Behaviour and Relationships Policy. This included working alongside staff to strengthen relational approaches and delivering learning experiences with all classes. The work culminated in a whole-school showcase, celebrating the positive culture developed across the school and reinforcing shared expectations for behaviour and relationships. This contributed to improved pupil engagement, positive relationships and a nurturing learning environment.

5 TIPS TO SUPPORT YOUR CHILD TO MANAGE RELATIONSHIPS AND SOLVE PROBLEMS

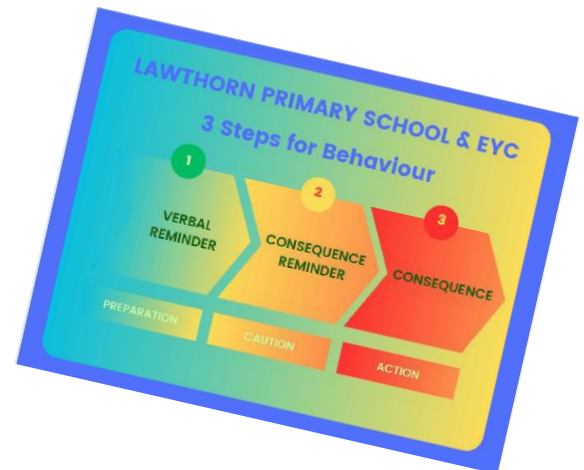
1 BE INTERESTED
Strong communication starts long before a worry appears.
• Be curious about what your child wants to talk about
• Ask questions about their interests, ideas, and experiences
Why this matters: Children who feel noticed are more likely to share when something is wrong.

2 NOTICE EFFORT, INTEREST AND COURAGE
What we praise shapes what children value.
• Acknowledge effort, persistence and interest
• Notice when they try something new or keep going
• Praise the process, not just success
Why this matters: Praising effort builds confidence and encourages children to take specific challenges.

3 IF YOUR CHILD HAS A WORRY OR CONCERN, KEEP IT RELAXED
How we respond when children share a worry can influence whether they feel comfortable talking again.
• Choose relaxed moments to talk (walking, car journeys, bedtime)
• Let your child decide how much they want to share
• Stay calm and listen first
• Avoid interrogation or rushing to fix the problem
Why this matters: A calm response helps children feel safe to talk and think about solutions.

4 HELP YOUR CHILD REFLECT, NOT REACT
Once emotions have settled, support your child to think about the situation calmly.
• Ask open questions such as:
 o "What was the hardest part?"
 o "What would make things better for you next time?"
• Help them think through possible choices rather than giving the answer straight away
Why this matters: Reflection helps children develop problem-solving skills and resilience.

5 AGREE HOW TO HELP
Children need to know support is always available.
• Ask: "How can I help?"
• Agree together when adult support may be needed – sometimes it may be necessary for adults to share information with the school.
• Check in later and acknowledge their effort
Why this matters: Knowing support is available encourages children to ask for help when they need it.



OTHER SUCCESSES AND ACHIEVEMENTS IN 2025-2026

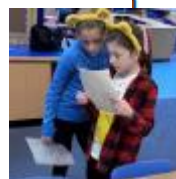
OCTOBER 2025

- ✓ Our P4 & P5 pupils presented a fantastic Harvest Service to parents and carers.
- ✓ Our whole school community provided generous donations to our local foodbank.
- ✓ Our Eco Committee ran a successful Halloween Costume Recycling event.
- ✓ Our P4 pupils shared their learning on Ancient Egypt at a showcase for parents and carers.
- ✓ Our Primary 7 pupils shared their learning on World War 2 at their showcase for parents and carers.
- ✓ We had our first Pupil Parliament of the year, where pupil leadership groups gathered together to agree on their roles over the session.
- ✓ P7 pupils took part in Playmaker training and successfully applied their leadership skills by supporting younger children during break times.



NOVEMBER 2025

- ✓ Our Citizenship Group raised money for the Poppy Appeal by selling poppies around the school.
- ✓ Our Boys' Football Team participated in the NAC football tournament.
- ✓ Some of our P7 pupils represented the school at the NAC Sports Hall Athletics competition. They were delighted to finish in third place.
- ✓ Our Early Years pupils took part in Racquet Sports provided by KA Leisure.
- ✓ Two of our Digital Leaders represented the school at the North Ayrshire Digital Leaders event.
- ✓ We welcomed the NAC Commonwealth Baton to our school and organised a mini Commonwealth Games for the whole school.
- ✓ Our House Captains and Vice Captains organised a range of fun activities for Children in Need and successfully raised £213!
- ✓ The Junior Road Safety Officers organised 'Be Bright Be Seen' day to raise awareness of road safety.
- ✓ Our Eco Committee ran the uniform recycling event at Parents' Evening.



DECEMBER 2025

- ✓ We secured 3rd place in the North Ayrshire Beat the Street challenge, earning £150 in book vouchers for the school.
- ✓ Our P1 pupils visited Irvine Library, where they enjoyed listening to stories and exploring the books.
- ✓ Our P1–P7 pupils represented the school superbly at the Pantomime, while our Early Years class enjoyed a festive performance of The McDougalls' Christmas Show.
- ✓ Our children ran a successful Christmas Fayre, raising £1658.92 for our school.

JANUARY 2026

- ✓ Children across the school participated in our annual Scottish Poetry Competition, with three pupils going on to represent the school at the North Ayrshire Irvine Burns' Club Competition.
- ✓ Our Early Years children held their annual Scottish stay and play for parents & carers, singing songs, dancing and reading Scottish stories.
- ✓ We participated in the Welby Breakfast, Healthy Living Programme where all children received a free healthy breakfast.
- ✓ Two of our Digital Leaders visited the Digital Process Manufacturing Centre to explore how AI and robotics are changing the world.
- ✓ Our Pupil Leadership Groups participated in their second Pupil Parliament of the year, reflecting on their leadership roles in relation to our 6Cs (Collaboration, Critical Thinking, Communication, Creativity, Citizenship and Character).
- ✓ Two of our pupils represented the school in the Commonwealth Champions Conference at the Inverclyde Sports Centre in Largs. They met the North Ayrshire Commonwealth Games mascot Finnie.



FEBRUARY 2026

- ✓ Our P6 pupils held a really successful Burns' Supper with fantastic performances of poetry, songs, dances and speeches.
- ✓ In collaboration with our Parent Council, we had an Ice Cream for Breakfast event to raise awareness of Childhood Cancer. We raised £969.
- ✓ Our Digital Leaders led a whole school assembly to mark Safer Internet Day.
- ✓ Our football team took part in a North Ayrshire tournament at The Circuit in Irvine. They demonstrated excellent teamwork and sportsmanship!
- ✓ We marked World Founder's Day with our children who belong to uniformed organisations dressing in their uniform to promote the values of service, teamwork and leadership.



MARCH 2026

- ✓ Four of our P7 pupils represented the school at the Irvine Seagate Rotary Club where they achieved an excellent runner-up position.
- ✓ Our P7 pupils gave an outstanding performance of Aladdin to the school, parents and carers and member of our wider school community.
- ✓ We celebrated World Book Day by dressing as our favourite book characters and participating in lots of great activities organised by our Junior Librarians.
- ✓ Two of our Digital Leaders represented the school at the North Ayrshire Digital Leader event.



MAY 2026

- ✓ Our P1 – P7 pupils showcased their work on behaviour and relationships at Parents' Evening. They put lots of effort into their class work, videos, messages and artwork.
- ✓ Our JRSO promoted a healthy lifestyle by organising Walk to School Week. They encouraged children to walk, cycle or scoot to school and arrange a walking bus for the week.
- ✓ Our P5 pupils participated in the Champions for Change programme, promoting active lifestyles and mental wellbeing.
- ✓ We participated in Screen Free Week with children enjoying a wide range of fun and engaging activities away from screens.
- ✓ Our Early Years organised a Daffodil Tea for parents and carers, raising a fantastic £156 towards our Early Years Fund.
- ✓ Our school community worked alongside Irvine Clean Up Crew to litter pick, showing care and awareness of making our local area a nice place to live.
- ✓ Our girls football team participated in the Irvine Girls' Football League and represented our school exceptionally well.
- ✓ Two of our children entertained the Irvine Lassies with their poetry renditions at the Irvine Lassies Burns Club Youth Night.
- ✓ Our whole school participated in a sponsor Dance-a-thon, raising over £1000 for the school and Early Years.
- ✓ Some of our P6 pupils successfully completed their cycling proficiency, developing confidence and road safety skills.



JUNE 2026

- ✓ Our new Primary 1 pupils took part in a well-planned transition programme, including Stay and Play sessions, Forest Schools experiences, and a lunch taster event.
- ✓ We had our final Pupil Parliament of the year, where our leadership groups celebrated their achievements across the session.
- ✓ Primary 7 pupils attended a memorable residential trip to Arran Outdoor Centre, taking part in a wide range of outdoor activities including canoeing, hiking, and rock climbing.



HGIOS 4 SUMMARY

QUALITY INDICATOR 1.3: LEADERSHIP OF CHANGE

DEVELOPING A SHARED VISION, VALUES AND AIMS

- ✓ We have reviewed our vision, values and aims this session in consultation with our whole school community.
- ✓ Our school values are embedded and promoted throughout the school
- ✓ Our staff are fully committed to our school values and have high aspirations for our learners
- ✓ Our school improvement plan provides clear direction for improvement

STRATEGIC PLANNING FOR CONTINUOUS IMPROVEMENT

- ✓ Staff are committed to school improvement and effectively engage in professional dialogue
- ✓ Staff have a good understanding of the school's strengths and areas for improvement and we are continue to develop a sound evidence base to support this
- ✓ We are committed to raising attainment for all
- ✓ Staff successfully drive forward improvement and engage in professional learning to further develop their knowledge and understanding

IMPLEMENTING IMPROVEMENT FOR CHANGE

- ✓ Leadership at all levels is promoted across the school and staff are proactive at implementing change – a number of teachers and Pupil Support Assistants take on additional leadership roles across the school and our Pupil Leadership Groups establish their focus for leadership at a Pupil Parliament at the start of the year
- ✓ The staff team are involved in the process of change and in evaluating the impacts of improvements
- ✓ The collegiate calendar provides opportunities for staff to engage in high quality dialogue, critical and creating thinking
- ✓ Staff, children and parents are consulted on school strengths and areas for improvement and these have been actioned accordingly

School Self-evaluation for 1.3: 5 – Very Good

QUALITY INDICATOR 2.3: LEARNING & TEACHING

LEARNING & ENGAGEMENT

- ✓ Children's rights are promoted and are evident across the school, with every class having their own class charter.
- ✓ The whole school community has been involved in the development of our new Anti Bullying and Behaviour and Relationships policy in 2024-2025.
- ✓ There is a nurturing ethos across the school and all staff have engaged in nurture training.
- ✓ We are extremely proud of our children at all stages of the school and almost all pupils show motivation and engagement in their learning.
- ✓ Pupil attitudes to school are positive and pupils report enjoyment for learning.
- ✓ Pupils contribute effectively to the life of the school e.g. House Captains, Eco Committee, Pupil Council, Digital Leaders, JRSO, Ambassadors, Buddies and RRS group.

QUALITY OF TEACHING

- ✓ Inquiry based learning across the school has promoted a focus on skills development and children can talk confidently about the 6 Cs (Creativity, Communication, Collaboration, Citizenship, Character and Critical Thinking).
- ✓ We continue to build on effective use of digital technologies to support learning and teaching and children can talk confidently about their use of digital in class.

- ✓ *A continued focus on collegiate working has ensured increased consistency, built staff confidence and allowed for rich professional dialogue.*
- ✓ *There has been a focus on high quality learning in literacy and numeracy and attainment results are high across the school.*
- ✓ *The Early Years Class – Primary 3 staff engage in Forest School to promote creativity and risky play and there is increasing use of the outdoor environment to support learning and teaching in P4 – P7.*

EFFECTIVE USE OF ASSESSMENT

- ✓ *An assessment calendar ensures a consistent approach to assessment in literacy and numeracy.*
- ✓ *Staff are confident at data analysis and make sound professional judgements.*
- ✓ *There are opportunities for staff to engage in moderation of writing, listening and talking and numeracy.*
- ✓ *Assessment folders demonstrate effective tracking and data analysis of assessments to inform planning and next steps in learning.*
- ✓ *There is detailed analysis of attainment across the school.*

PLANNING, TRACKING & MONITORING

- ✓ *We have developed a consistent approach to planning and tracking and this has been embedded throughout the school.*
- ✓ *Consistency Guides for each curricular area are used to ensure consistency across the school.*
- ✓ *Tracking meetings take place 3 times per year to discuss and track pupil progress.*
- ✓ *The poverty related attainment gap is monitored and interventions are in place where necessary.*

School Self-evaluation for 2.3: 4 – Good

QUALITY INDICATOR 3.1: ENSURING WELLBEING, EQUALITY & INCLUSION

WELLBEING

- ✓ *Pupil wellbeing has continued to be prioritised.*
- ✓ *Relationships across the school are positive and the school values are embedded in day-to-day practice*
- ✓ *Nurturing approaches are evident across the school and staff have engaged in nurture training.*
- ✓ *PASS assessments and SHANARRI webs are used to gather pupil views and support their wellbeing.*
- ✓ *Children's rights are considered and are evident across the school.*
- ✓ *Nurture and pastoral support groups provide targeted support for identified pupils.*
- ✓ *We work closely with other professionals to ensure pupil wellbeing needs are met.*

FULFILMENT OF STATUTORY DUTIES

- ✓ *Staff are up to date with legislation in relation to Child Protection and GIRFEC.*
- ✓ *Staged Intervention Paperwork is regularly updated and behaviour support plans and risk assessments are in place for identified children.*
- ✓ *Children have continued to receive the required allocation of Physical Education, with the outdoor space timetabled effectively to manage this.*

INCLUSION & EQUALITY

- ✓ *Staff are inclusive in their approach.*
- ✓ *The Circle Resource has been used to support the development of inclusive classrooms.*
- ✓ *The Behaviour and Relationships and anti-bullying policy have been reviewed in 2024-2025 and take cognisance of the Scottish Government's 'Respect for All' guidance, promoting children's rights and universal and targeted supports.*
- ✓ *The Pupil Equity Fund has been used effectively to tackle inequity and reduce barriers to learning for identified pupils.*
- ✓ *We are committed to Raising Attainment for All .*

School Self-evaluation for 3.1: 5 – Very Good

QUALITY INDICATOR 3.2: RAISING ATTAINMENT & ACHIEVEMENT

ATTAINMENT IN LITERACY & NUMERACY

- ✓ Children across the school and EYC continue to make good progress in Literacy and Numeracy and attainment results continue to increase year on year.
- ✓ We continue to focus on raising attainment within our School Improvement Plan.

ATTAINMENT OVER TIME

- ✓ Attainment in Literacy and Numeracy has continuously improved over time.
- ✓ Detailed planning allows teaching staff to track progress over time at a glance.
- ✓ Our assessment calendar provides a consistent approach to tracking attainment over time.
- ✓ Attainment tracking is consistent across the school and shows attainment for individuals and cohorts over time.
- ✓ Staff use their analysis of assessment data to support their professional judgements.

OVERALL QUALITY OF LEARNERS' ACHIEVEMENTS

- ✓ Overall, our children are successful and confident learners. Many of them share their successes and achievements outwith school during school assemblies.
- ✓ P7 pupils have the opportunity to gain their Playleader award.
- ✓ P6 pupils have the opportunity to gain their cycling proficiency award.
- ✓ Wider achievement is tracked across the school.
- ✓ Staff across the school celebrate children's achievements.

EQUITY FOR ALL LEARNERS

- ✓ Staged Intervention and the targeted use of our Pupil Equity Fund enables us to meet the needs of identified children and families.
- ✓ Cost of the School Day is considered and supported in a sensitive manner.

School Self-evaluation for 3.2: 4 – Good

SCHOOL IMPROVEMENT PRIORITIES 2026-2027

The Priorities for Session 2026-2027 are;

- To ensure high quality learning and teaching across the curriculum
- To raise attainment in Literacy & Numeracy
- Supporting Needs across the school and Early Years Class

PUPIL EQUITY FUND 2026-2027

Additional funding gained for next session will allow us to further embed and enhance our Pupil Equity Fund proposal to support pupil wellbeing across the school and improve the quality of learning and teaching.

Funding will be used to;

- ✓ Fund additional PSA staffing to provide pastoral support for identified pupils
- ✓ Fund an additional PT and 0.2 class teacher to review curriculum development

CELEBRATING SUCCESS – JUNE 2026

DUX Winner 2026



Proxime Accessit Winner 2026



LEAVERS – JUNE 2026

Primary 7 Class of 2026

