

**Education Service**

**St John’s Primary & EYC**

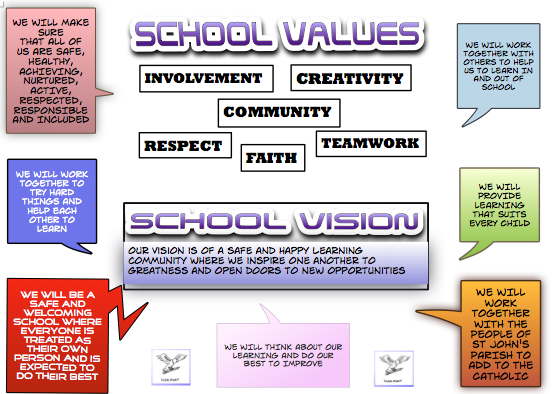
**Improvement Plan**

**2025-2026**





**Vision, Values and Aims**



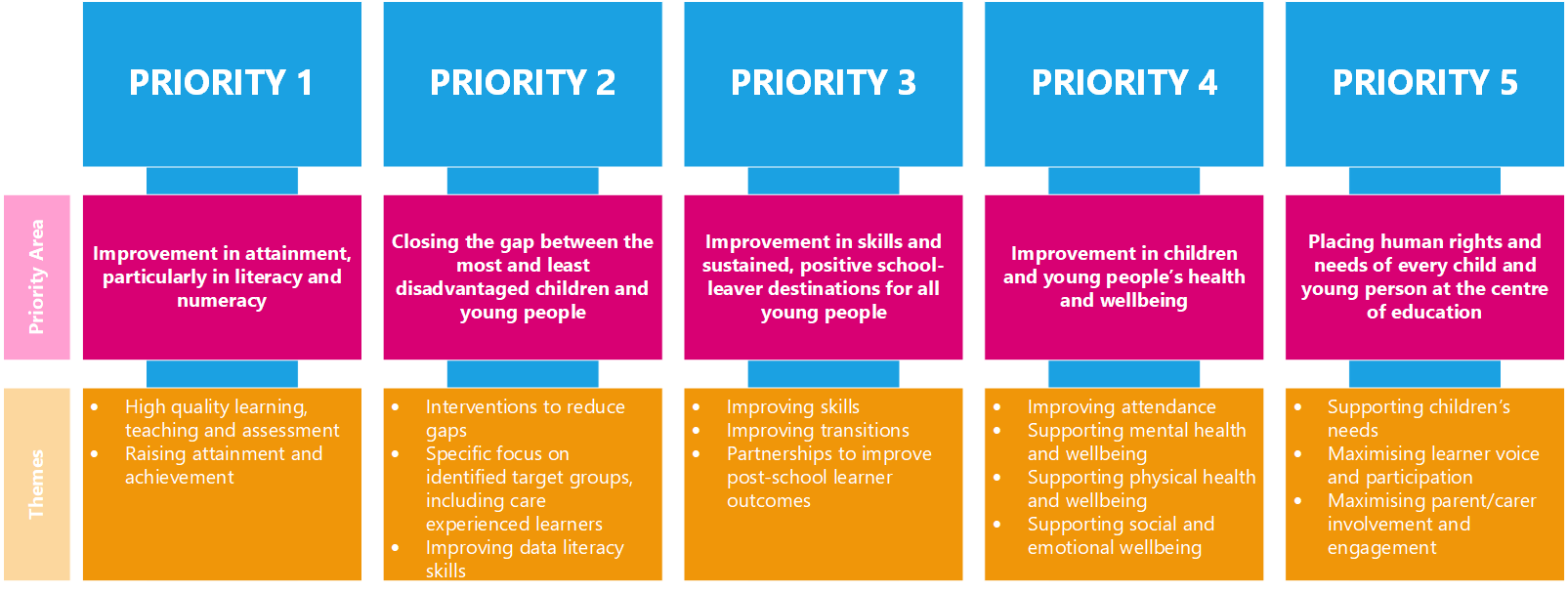
**The Catholic Charter**

St. John’s Primary School, in honouring Jesus Christ as the Way, the Truth and the Life, will seek to feature the following characteristics as highlighted in the Catholic Charter:-

* a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
* an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
* a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person’s unique God-given talents;
* a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
* the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
* a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
* a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
* a commitment to ecumenical action and the unity of Christians;
* the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
* a commitment to support the continuing professional and spiritual development of staff

**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: Improvement in attainment in literacy and numeracy (NAC Priority 1 & 2)**  **UNCRC articles: 12, 13, 17, 28 and 29**  **Sustainable Development Goals: Goal 4: Quality Education** | | | | | | |
| **Strategic Objective:**  To raise attainment in numeracy   * through the implementation of the recently published mathematics framework * through improved approaches to research based methodologies and high quality learning and teaching based on the knowledge and skills outlined in the mathematics framework * across learning through interdisciplinary learning approaches as outlined by the ‘big ideas’ outlined in the mathematics framework * through a variety of assessments that support the Know-Do-Understand to conceptual knowledge | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in children & young people’s health & wellbeing 5. Placing human rights & needs of every child & young person at the centre of education | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
| **1.1** Self-evaluation for self-improvement  **1.2** Leadership for learning  **1.3** Leadership of change  **1.4** Leadership & management of staff  *(practitioners)*  **1.5** Management of resources to promote equity | | **2.1** Safeguarding & Child Protection  **2.2** Curriculum  **2.3** Learning, teaching & assessment  **2.4** Personalised Support  **2.5** Family Learning  **2.6** Transitions  **2.7** Partnerships | | **3.1** Ensuring wellbeing, equality and inclusion  **3.2** Raising attainment & achievement  *(Securing children’s progress)*  **3.3** Increasing creativity and employability  *(Developing creativity and skills for life and learning)* | |
| **NIF Drivers of Improvement**   1. School & ELC Leadership 2. Teaching & Practitioner Professionalism 3. Parent/carer involvement & engagement 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance Information | **Care Standards - Care Inspectorate Quality Indicators**  *Applicable within all early years settings* | | | | | |
| * 1. Nurturing care and support   2. 1.2 Children are safe and protected   3. Play and learning   4. Family engagement   5. Effective transitions | **2.1** Quality of the session for care, play and learning  **2.2** Children’s experience high quality facilities | | **3.1** Quality assurance and improvement are led well  **3.2** Leadership of play and learning  **3.3** Leadership and management of staff and resources | | **4.1** Staff skills, knowledge and values  **4.2** Staff recruitment  **4.3** Staff deployment |
| **Rationale for Change**  🌟 **Whole School Self-Evaluation – Quality Indicator**2.3: Learning, teaching and assessment  **Raising attainment in literacy and numeracy**  Our school, currently identified as a **Quartile Two** school in terms of socio-economic context and attainment data, has undertaken comprehensive self-evaluation to identify key priorities for improvement. Our self-evaluation has highlighted several key trends and areas for development in relation to raising attainment in literacy and numeracy. These findings align closely with our commitment to upholding the **United Nations Convention on the Rights of the Child (UNCRC)**, particularly:   * **Article 2**–   Right to non-discrimination * **Article 6**–   Right to life, survival and development * **Article 12** – Right to be heard in matters affecting them * **Article 25** - Rights of children with disabilities * **Article 28** – Right to an education * **Article 29** – Right to education that supports full development   📈 Emerging Trends   * **Readiness for learning** The number of pupils not yet meeting their early years milestones for primary 1. *Supports Articles 2, 6, 25, 28 & 29* * **Foundational skills** * Our internal tracking and teacher professional judgements reveal variable progress across literacy and numeracy. Despite targeted interventions, a proportion of learners continue to experience difficulties in core skills such as number sense, and problem-solving. Moderation and assessment activities corroborate these findings, showing attainment below the expected benchmarks for a significant minority of pupils in relation to North Ayrshire’s objectives regarding stretch aims. *Supports Articles 2, 6, 25, 28 & 29* * **Creating learners for the future** In response to the ongoing curriculum review of CfE. This indicates the need for a more coherent and dynamic curriculum approach that better connects learning to real-world contexts, fostering deeper understanding and motivation. *Supports Articles 2, 6, 12, 25, 28 & 29* * 🧩 Identified Need   As a Quartile Two school, we recognise the impact of socio-economic disadvantage on educational outcomes and the urgent need to accelerate progress in foundational skills. Closing the attainment gap is critical to improving lifelong learning trajectories and opportunities for our pupils.    **National context and policy**  The report, *Scotland’s Curriculum for Excellence: Into the Future* (OECD, 2021) reviewed the strengths of Curriculum for Excellence (CfE) and outlined key recommendations for the future. One of the areas identified as an area for improvement for Scotland was curriculum review, as there wasn’t a process in place at the time to regularly review CfE. Two years later, the *National Discussion on Scottish Education* (Campbell & Harris, 2023) also highlighted the importance of curriculum review and the need to address the OECD (2021) recommendation. In response to this paper, the Cabinet Secretary for Education and Skills shared the creation of the Curriculum Improvement Cycle (CIC) for Scotland in December 2023 with Education Scotland leading this work in April 2024.    **St. John’s leadership of change (QI 1.3):**  In alignment with the CIC and national priorities, our school is committed to reviewing and refining our literacy and numeracy curriculum to ensure it is **systematic, coherent, and responsive** to the needs of all learners. This will involve collaborative professional learning, data-driven planning, and targeted interventions underpinned by current evidence-based approaches. By doing so, we aim to raise attainment, reduce the gap, and provide all pupils with the skills, confidence, and enthusiasm to succeed in literacy and numeracy now and in the future. | | | | | | |

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| PRIORITY 1: Action Plan | | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *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.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | | *Please enter the cost to the nearest £* |
| Introducing North Ayrshire’s Mathematics Framework  All teachers will implement the mathematics frameworks across all stages impacting on pupil confidence and accuracy in skills through consistent approaches.  Improved numeracy attainment across stages with a focus on reducing the poverty related attainment gap.  Introducing the new national mathematics framework  All learners will receive a mathematics curriculum which enables all pupils to be successful, confident, responsible and effective in school and their community. | * Teachers will be provided with the North Ayrshire Mathematics Framework and planners. They will engage in professional dialogue and collegiate activities around content and delivery linked to HGIOS 2.3. * Greater consistency in pedagogical approaches across all stages. Evidence of rigour and conceptual understanding. * Implement targeted intervention groups for pupils not meeting expected levels. * Collaborate with local authority numeracy lead for support, coaching, and moderation and professional learning. * Teachers and Early Years staff engage in the ‘self-evaluation of mathematics’ using Education Scotland’s (draft) self-evaluation mathematics toolkit. This will result in key actions being identified and addressed. * Teaching staff and Early Years staff engage with the 3 parts of the national mathematics framework: * **Why?** Teaching staff and Early Years staff will engage with the four capacities in relation to mathematics. * **What?** Teaching staff and Early Years staff will use the 4 contexts of learning to outline the key knowledge and skills needed to help their understanding. * **How?** Learning environment, experiences, interactions and time be best organised to support effective learning and teaching. | * September collegiate * Monitoring calendar will include: mathematics observations, forward plan & monitoring and tracking meetings (ongoing 25-26) * Impact Evaluation May 2026 * September in-service * PLA deliver collegiate delivered in Cluster locality input on mathematics. Date TBA * Aug/Sept 2025 Collegiate meeting May 2026   HT & teaching staff  Early Years staff | * Mathematics Impact Evaluation Report to be completed to show impact of implementation on pupil attainment, this will correlate with North Ayrshire’s stretch-aims. * Termly monitoring of planning folders, including evaluations * Monitoring and tracking meetings will show impact * Classroom observations will show greater consistency in pedagogy * Baseline and termly SNSA / ACEL data analysed. * Pupil focus groups to assess perception of learning in numeracy and using manipulatives to support their learning. * Increased % of pupils achieving expected levels in numeracy at each of the Progress and Achievement data uplift points (Oct, Feb, June). * The ‘self-evaluation in mathematics toolkit’ will be revisited to show impact * Areas highlighted as a core focus will show improvement * % increase in the number of pupils who can successfully name the four capacities * Holistic view of our pupils’ learning across the curriculum * Pupil voice collected to provide evidence of numeracy across learning in rich contexts * Feedback from QI 2.3 learning walks to evaluate learning environments to support mathematics. Also see YLL below. * Classroom displays * Participation in Maths Inside competition |  | |  |
| All receive consistent, high quality learning experiences in mathematics which offer suitable challenge, differentiation and pace, and are underpinned by effective assessment approaches. | * Implement the new mathematics framework by ensuring a shared vision for the newly revised curricular area. * Implement a new Know-Do-Understand model. | * January 2026   HT & teaching staff  Early Years staff   * Sept – Oct 2025 | * Forward plan – outlining big ideas * Feedback from lesson observations and peer observations * Pupil participation levels during Maths Scotland Week * Maths Inside 1st of September to 6th October 2025 competition |  | |  |
| Learner Participation  Staff will embed North Ayrshire’s policy on Learner Participation ensuring greater consistency and opportunities for our children. This will empower children to participate and use their voice, make them feel valued and listened to, and see themselves as the change makers in our schools.  Children will increase their confidence, motivation and engagement through a positive learning culture to support a growth mindset. This will result in improved engagement and ownership of their learning to reduce maths anxiety.  Children will experience a range of leadership opportunities in class, across the school and wider community resulting in the development of their meta-skills.  The children will engage with more practical, real life maths problems that build critical thinking. There will be increased opportunities for children to share, lead and explain their thinking and reasoning in Numeracy.  Pupils will be more supported and motivated due to increased parental engagement. | **Learning, Teaching and Assessment**   * P6 YLL’S will be selected through the process from 2024/25 including application, interview and training. * 4 EY children to take on YLL roles * YLL’s to create an audit tool and lead pupil focus groups to audit Numeracy and Maths within their own school. (HGIOURS). * EY YLL to carry out numeracy audit * YLL’s will observe lessons and provide feedback to teachers and PSA’s using a checklist devised by pupils and agreed with staff. (HGIOURS).   YLL’s will host and visit another school with a focus on school improvement in Numeracy and Maths e.g. Numeracy in the environment and displays. Action Plan to be devised from feedback.  EY YLL will visit EY establishment with a focus on school improvement in Numeracy and Maths.  **Opportunities for Personal Achievement**   * Pre and post questionnaire about their feelings towards numeracy and maths. * Pilot ‘My World of Work - My Achievements’ in chosen classes to set targets, track achievements and the development of meta-skills . * Examples of opportunities for Personal Achievement * Mathematics Inside [Maths Inside](https://mathsinside.com/) * Primary Maths Challenge Website [Primary Maths Challenge - Primary Mathematics Challenge](https://www.primarymathschallenge.org.uk/) * Maths wi nae borders [Maths-wi-nae-Borders-2024-v2.pdf](https://maths-week.ams3.cdn.digitaloceanspaces.com/apply-for-challenge-form/files/Maths-wi-nae-Borders-2024-v2.pdf) * Young Stem Leader [Home | Young STEM Leader](https://www.youngstemleader.scot/) * Enterprising Maths [Enterprising Maths – Scottish Mathematical Council](https://scottishmathematicalcouncil.org/competitions/enterprising-maths/) (P7->) * Maths Week Scotland [22 - 28 September 2025  - Maths Week Scotland](https://mathsweek.scot/), * National numeracy Day [National Numeracy Sign up 2025 - Schools | National Numeracy](https://www.nationalnumeracy.org.uk/numeracyday/signup-schools), * First Maths Challenge - [Primary Maths Challenge - First Mathematics Challenge](https://www.primarymathschallenge.org.uk/fmc) (Age 7-9) * Talk Money Week [Talk Money Week for schools | Money and Pensions Service](https://maps.org.uk/en/our-work/talk-money-week/talk-money-week-for-schools)   **Decision Making Groups**   * Pupil Committees related to Numeracy and Maths e.g. Display group, Numeracy Committee, Meta-skills Committee * Young Leaders of Learning (see above) * Pupil Council * Digital Leaders * Young STEM Leaders   **Wider Community**   * Parent/carer curricular afternoon with Numeracy focus**.** * Stay and Play session with Numeracy focus. * EY Parent Groups – Numeracy focus * World of Work Week with a STEM focus. * Maths Family Challenges. * Section in school newsletter for Maths written by Roving Reporters. * Lending Library for Numeracy related stories and games. * Children will choose an area of the local community to explore with a Maths focus e.g. supermarket, local park, Church.   EY children will explore the local community focusing on Maths | * September 2025 * October 2025 * October 2025 * Date to be agreed with partner school/EYC * Action Plan Jan – May 2026 * Pre Sept 2025 * Post April 2026 * Sept 2025 – June 2026 * A range of dates throughout the session August 2025 – June 2026 * August 2025 – June 2026 * November 2025 * February 2026 * October 2025   Termly – 4 per session  Termly  October 2025 – May 2026  During Maths Week Scotland  22nd Sept – 28th September | * Application forms, interview notes, training powerpoint and feedback. * YLL journals reflecting the YLL journey and positive school improvements * Pre-School children will take on role of YLL * Feedback collated from each class and high level messages shared, next steps developed and evaluated * Audits to gather pupil voice across the school * Feedback collated from each class and high level messages shared, next steps developed and evaluated * Checklists to ensure consistent teaching and learning across the school * Pupil voice gathered at the end of each YLL session by SMT. What went well … Even Better If * Pupil voice collated and shared with pair (on agreed format) * Evidence of feedback, action plan and implementation guide * A variety of evidence gathered during visits e.g. notes, photos, videos * Pre and post questionnaires and next steps * Online skills tracker on portal. * Individual Pupil Profile of Achievements * Increased pupil participation in national events * Pupil voice and feedback * National Awards and accreditation * Pupil-led long-term planning for committees using 4 capacities and 4 arenas planning sheets * Weekly planning sheets including UNCRC, Meta-skills, activities, evaluations and Next Steps**.** * Floor books with evidence of pupil voice, pupil planning and decisions for each Committee. * End of session questionnaire and feedback. * Feedback from staff, pupils and parents/carers. * Parents and carers are more confident in supporting and engaging their child in Numeracy at home. * PASS results and My Happy Mind Data to measure pupil motivation and self-esteem. * Feedback from staff, pupils and parents/carers. * Parents and carers are more confident in supporting and engaging their child in Numeracy at home. * Feedback from staff, pupils and visitors * Numeracy is less abstract and more relevant * Preparing pupils for careers requiring quantative skills. * Participation in the challenges. Feedback from pupils and families. * Enhanced critical thinking and decision making capabilities. * Questions in the Parents’ Night questionnaire to measure impact and gather views. * Percentage of families using the resources. * Feedback from families on resources borrowed. * Improved attainment. * School displays * Emphasis on hands on contextualised learning in real life situations, pupils will be able to apply knowledge and skills in different contexts. * Numeracy is less abstract and more relevant |  |  | |

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| **PRIORITY 2: Improvement in children’s mental health and wellbeing (Priority 4)**  **UNCRC articles: 12,13,17,28,29**  **Sustainable Development Goals: Goal 3: Good Health and Wellbeing and Goal 4: Quality Education** | | | | | | |
| **Strategic Objective:**  To further develop our health and wellbeing programmes to positively impact on pupils’ mental health and wellbeing and resilience. | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in children & young people’s health & wellbeing 5. Placing human rights & needs of every child & young person at the centre of education | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
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| **NIF Drivers of Improvement**   1. School & ELC Leadership 2. Teaching & Practitioner Professionalism 3. Parent/carer involvement & engagement 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance Information | **Care Standards - Care Inspectorate Quality Indicators**  *Applicable within all early years settings* | | | | | |
| * 1. Nurturing care and support   2. 1.2 Children are safe and protected   3. Play and learning   4. Family engagement   5. Effective transitions | **2.1** Quality of the session for care, play and learning  **2.2** Children’s experience high quality facilities | | **3.1** Quality assurance and improvement are led well  **3.2** Leadership of play and learning  **3.3** Leadership and management of staff and resources | | **4.1** Staff skills, knowledge and values  **4.2** Staff recruitment  **4.3** Staff deployment |
| **Rationale for Change**   |  | | --- | | 🌟 **Whole School Self-Evaluation – Quality Indicator 3.1: Wellbeing, Equality and Inclusion**  **Children’s Rights and Mental Health**  Our self-evaluation has highlighted several key trends and areas for development in relation to supporting the **mental health and wellbeing** of our pupils and families. These findings align closely with our commitment to upholding the **United Nations Convention on the Rights of the Child (UNCRC)**, particularly:   * **Article 24** – Right to the highest attainable standard of health * **Article 12** – Right to be heard in matters affecting them * **Article 19** – Right to protection from harm * **Article 29** – Right to education that supports full development * **Article 31** – Right to rest, play, and leisure   **📈**Emerging Trends   * **Increased demand for support** A noticeable rise in the number of pupils and parents/carers seeking help for issues such as **anxiety**, **emotional regulation**, and **resilience**. *Supports Articles 24 & 12* * **Greater multi-agency involvement** A rise in **referrals via the Named Person Service** to external agencies, reflecting the complexity and breadth of support needs. *Supports Articles 19 & 24* * **Expanded in-house interventions** Growth in the number of **targeted wellbeing programmes**, including the implementation of the **LIAM (Let’s Introduce Anxiety Management)** programme and other tailored supports. *Supports Articles 24 & 29*   **🧩**Identified Need  There is a clear requirement for a **progressive, evidence-based resource** to support the **mental health and wellbeing** of pupils across all stages. This will ensure:   * **Consistency** in approach * **Sustainability** of support * **Measurable impact** on pupil outcomes |   This aligns with our duty to uphold children’s rights and ensure every child has the opportunity to thrive emotionally, socially, and academically. | | | | | | |

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| PRIORITY 2: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *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.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| An increased awareness of the importance of pupils’ mental health and wellbeing.  Children will have a deeper understanding of how their brain works and how this impacts their emotions and feelings.  Children will learn strategies and techniques to support their mental health and wellbeing. | Introduce ‘My Happy Mind’ to staff and provide opportunities for staff to work collegiately to explore the platform and discuss implementation.  Invite parents to attend information sessions about ‘My Happy Mind’.  Provide updates on mental health and wellbeing through the termly newsletter.  Establish a mental health and wellbeing display to support parents and carers by signposting events and supports on offer.  Area Inclusion Worker (AIW) and Active Schools support the school in wellness events throughout the year.  Parents and carers invited to a mental health and wellbeing Sharing the learning day e.g. mindfulness, mindful colouring in, Active Schools, yoga, daily mile etc.  To develop a mental health and wellbeing policy that reflects ongoing practice. | August 2025  HT  September 2025  HT and DHT  Termly newsletters Aug 25 to June 26  HT  Sept-Nov 2025  January – March 26  AIW & Active Schools  April 2026  HT & DHT  May 2026  DHT | * Staff views will be gathered on ‘My Happy Mind’ to record their feelings on the programme. * Parents and carers will complete exit passes at the end of the information session to identify positives and areas for further consideration when implementing the programme * Parent and carer attendance figures will be gathered to measure reach * Exit passes will be completed to provide qualitative feedback on the sessions to show impact * Survey from family days will measure impact of the session on raising awareness of strategies/activities to support pupils’ mental health and wellbeing * Evidence of pupils and parents and carers being consulted on the draft policy. |  | £1400 |
| Increase in pupils’ understanding of mental health and wellbeing and emotional literacy. | Launch and implement ‘My Happy Mind’ to strengthen mental health, resilience, and wellbeing ensuring all children have their social and emotional needs met (see Mind Happy Mind Action Plan).  Weekly assemblies will be delivered to support key themes being explored in class.  Whole school focus during Children’s Mental Health Week. | September 25 to May 26 SMT  September 25 to May 2026 DHT  9th – 15th February 2026 | * All staff will have evidence of a weekly timetabled slot for My Happy Mind. * Pupil journals * Pupil voice collected on the impact of My Happy Mind * Assembly overview will link with themes in My Happy Mind. * Pupil and staff feedback from focus days. |  | £0 |
| Children will be more confident in using the strategies and techniques learned to support their emotional regulation. | Staff will be supported by the school’s EP to engage in the Circle Framework to assess learning environments.  Pupils and staff will be consulted to revamp existing calming spaces.  Functional behaviour assessments carried out for individual children when required to determine the function of behaviour.  Needs of the learners addressed through positive behaviour support plans. | Jan – April 2026 EP & CTs  Jan – April 2026 HT  Sept 2025  DHT | * Circle Framework assessments will identify key areas for consideration in the set-up of learning environments. * Pupil voice will be collected and pupil drawings will be annotated to show their design ideas. * Chill Zone, Library and Den will be evaluated and updated to meet pupils’ needs * Evaluations of positive behaviour plans | . | £1000 |
| Interventions support children to understand their anxieties and develop the knowledge and skills to support their emotional resilience. | Introduce ‘The Hidden Chimp’ intervention for specific pupils who may benefit from one-to-one or small group sessions.  Revise current processes in place for tracking progress online using the LIAM programme to show impact. | DHT and PSA  September 2025  DHT and PSA | * Baseline and post assessments to show impact of intervention * Pupil voice will be collected to provide qualitative data * Data will provide greater detail in impact on pupils’ mental health and wellbeing |  | £200 |

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| **PRIORITY 3:**  **UNCRC articles: 12, 15, 24, 29**  **Sustainable Development Goals: Goal 3, 13, 14, 15** | | | | | | |
| **Strategic Objective:**  To develop a Sustainable learning setting and move towards meeting the goals outlined in Target 2030. | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in children & young people’s health & wellbeing 5. Placing human rights & needs of every child & young person at the centre of education | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
| **1.1** Self-evaluation for self-improvement  **1.2** Leadership for learning  **1.3** Leadership of change  **1.4** Leadership & management of staff  *(practitioners)*  **1.5** Management of resources to promote equity | | **2.1** Safeguarding & Child Protection  **2.2** Curriculum  **2.3** Learning, teaching & assessment  **2.4** Personalised Support  **2.5** Family Learning  **2.6** Transitions  **2.7** Partnerships | | **3.1** Ensuring wellbeingequality and inclusion  **3.2** Raising attainment & achievement  *(Securing children’s progress)*  **3.3** Increasing creativity and employability  *(Developing creativity and skills for life and learning)* | |
| **NIF Drivers of Improvement**   1. School & ELC Leadership 2. Teaching & Practitioner Professionalism 3. Parent/carer involvement & engagement 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance Information | **Care Standards - Care Inspectorate Quality Indicators**  *Applicable within all early years settings* | | | | | |
| * 1. Nurturing care and support   2. 1.2 Children are safe and protected   3. Play and learning   4. Family engagement   5. Effective transitions | **2.1** Quality of the session for care, play and learning  **2.2** Children’s experience high quality facilities | | **3.1** Quality assurance and improvement are led well  **3.2** Leadership of play and learning  **3.3** Leadership and management of staff and resources | | **4.1** Staff skills, knowledge and values  **4.2** Staff recruitment  **4.3** Staff deployment |
| **Rationale for Change**  To develop a Sustainable Learning Setting where learning, teaching and assessment will provide rich learning opportunities for children and young people; opportunities that are rooted in real life, with access to interdisciplinary and work-based learning which prepares learners for the future. Improvements to buildings and grounds and links to the wider community will also flow from this whole-setting approach.  ***‘Learning for Sustainability empowers learners of all ages with the knowledge, skills, values and attitudes to address the interconnected global challenges we are facing, including climate change, environmental degradation, loss of biodiversity, poverty and inequality. It is a lifelong learning process and an integral part of quality education’. UNESCO 2021*** | | | | | | |

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| PRIORITY 3: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *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.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| LfS learning experiences provide opportunities for learner voice, participation and action. Learners are able to engage in charity fundraising, conservation work, campaigning and awareness raising through committees and clubs. | All pupils will complete an award focusing on developing their engagement with conservation work/campaigning/raising awareness e.g. Young STEM Leaders P6.  All pupils will be part of a LfS Leadership group/club/committee.  Provide updates on LfS through the termly newsletter. Establish a LfS display in supporting parents and carers by signposting events and supports.  Area Inclusion Worker (AIW) and Active Schools supports the school in exploring our ‘local environment’ through trips to Beach, local park.  Parents and carers invited to a Learning for Sustainability open afternoon e.g. developing our outdoor classroom, planting in the polytunnel .  A consistency guide for Outdoor Learning will be developed alongside Grab and Go bags. | August 2025 – June 2026  All teaching staff  September 2025  HT and DHT  Termly newsletters Aug 25 to June 26  HT  Sept-Nov 2025  January – March 26  AIW & Active Schools  April 2026  HT & DHT  Sept 2025  Moderation Lead | * Each class will follow an ‘awards’ approach to embedding LfS at their stage. * St.Winning’s, St.Anthony’s and St.John’s all complete the whole school ‘Campaign Waste Electrical – Optimum Eco’ and compare the data. * Pupil voice collected at start of year and used to form our Leadership Groups/clubs/committees. Wider Achievement tracker used to show participation in LfS themed events * Exit passes will be completed to provide qualitative feedback on the sessions to show impact * Children receive certificates after completing STEM trail and Orienteering * Survey from family open afternoon will measure impact of the session on raising awareness of strategies/activities to support next steps for our outdoor spaces * Feedback from staff * OL evidenced consistently in planners |  | £500  Grab and Go bags |
| All staff, learners and stakeholders have a good understanding of LfS. LfS is visible and has a high profile in our establishment. This is evident with all practitioners demonstrating LfS in their practice and all learners receiving their entitlement to Learning for Sustainability. We have a clear understanding of the learning experiences that deliver this entitlement within and across CfE levels. | Staff highlighted strengths and areas for development after completing the North Ayrshire LfS indicators self-evaluation (LfS POP May 2025).  Develop an understanding of an integrated approach to LfS within our Curriculum Rationale.  Staff will develop a deeper understanding of the four C’s in the LfS framework (Curriculum, Culture, Community, Campus) through taking part in 4 Cluster Moderation events.  One member of staff will take part in a 2 day LfS course to become an ‘Outdoor Learning’ teacher and lead staff development. | May 2025 – May 2026 DHT and LfS Teacher  Moderation with St.John’s and St.Anthony’s (LfS focus):   * September In-service day * Wednesday 12th November 2025 * Wednesday 4rd February 2026 * Wednesday 13th May 2026 (Showcase) | * Strengths and areas for development identified using the LfS indicators * All staff will have evidence of a weekly timetabled slot for LfS * Pupil voice collected on the impact of LfS – Young Leaders of Learning present at Moderation Showcase * Increased teacher confidence when planning high quality LfS experiences for their pupils. * Collegiate staff training event on Outdoor Learning feedback * St.Winning’s, St.John’s and St.Anthony’s children to have LfS day at Eglinton Country Park – STEM trail, Orienteering and Solar Punk Island challenge (February – May 2026) |  | £1000 Eglinton Park transport costs |
| LfS contexts are supporting interdisciplinary learning. Learners can make links between their LfS learning and development of meta-skills. | Staff and pupils will incorporate the Sustainable Development Goals into IDL planning – these will be clearly visible – with a clear focus on knowledge: CfE experiences and outcomes linked with benchmarks. Pupil voice will be captured and will lead planning. | Meta-skills toolkit used in every classroom  Staff identify the meta-skills being used in each lesson with an LfS focus | * P5-7 will pilot the tracking of meta-skills on the World of Work website. | . | £0 |

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| **PRIORITY 4: Improvement in children & young people’s health & wellbeing**  **UNCRC articles: 12, 13, 22, 24**  **Sustainable Development Goals: Goal 3, 5, 10** | | | | | | |
| **Strategic Objective:**  Improvement in the children’s health and wellbeing with a focus on SHANARRI wellbeing indicators in EYC | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in children & young people’s health & wellbeing 5. Placing human rights & needs of every child & young person at the centre of education | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
| **1.1** Self-evaluation for self-improvement  **1.2** Leadership for learning  **1.3** Leadership of change  **1.4** Leadership & management of staff  *(practitioners)*  **1.5** Management of resources to promote equity | | **2.1** Safeguarding & Child Protection  **2.2** Curriculum  **2.3** Learning, teaching & assessment  **2.4** Personalised Support  **2.5** Family Learning  **2.6** Transitions  **2.7** Partnerships | | **3.1** Ensuring wellbeingequality and inclusion  **3.2** Raising attainment & achievement  *(Securing children’s progress)*  **3.3** Increasing creativity and employability  *(Developing creativity and skills for life and learning)* | |
| **NIF Drivers of Improvement**   1. School & ELC Leadership 2. Teaching & Practitioner Professionalism 3. Parent/carer involvement & engagement 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance Information | **Care Standards - Care Inspectorate Quality Indicators**  *Applicable within all early years settings* | | | | | |
| * 1. Nurturing care and support   2. 1.2 Children are safe and protected   3. Play and learning   4. Family engagement   5. Effective transitions | **2.1** Quality of the session for care, play and learning  **2.2** Children’s experience high quality facilities | | **3.1** Quality assurance and improvement are led well  **3.2** Leadership of play and learning  **3.3** Leadership and management of staff and resources | | **4.1** Staff skills, knowledge and values  **4.2** Staff recruitment  **4.3** Staff deployment |
| **Rationale for Change**   * Children are familiar with some elements of SHANARRI and their rights. This now needs to be extended further as we work towards our Gold Rights Respecting School Award * PATHS has worked well to provide a focus on wellbeing and an awareness of safety * Children have had limited experience carrying out risk assessments | | | | | | |

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| PRIORITY 4: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *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.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Children will be able to confidently talk about the wellbeing indicators | Revisit and use the SHANARRI wellbeing indicators with the children in a meaningful way.  Staff will make links for the children through PATHS input. | Sep 25 – June 26    All staff | Observations of the children using the language in context.  Children’s views gathered via floor book on their understanding of indicators.  Staff feedback/ observations on progress/ language used by the children. |  | £0 |
| The children will become familiar with the SIMOA mascot and use the resource to identify learning about being safe. | Staff will undertake training \*SIMOA Bitesize Session  \*Webinar Keeping Children Safe 17/6/25  \*Revisit practice notes  Staff will use the SIMOA campaign materials to support and develop good safe practices when outdoors and indoors.  A SIMOA Mascot will be purchased to use on all outings. This will provide a visual and support children involvement in risk assessments and greater responsibility. | Aug 25 – June 26    All staff | Through playroom observations and data gathered on children’s understanding.  Focus group – children  Parental Questionnaires/feedback |  | £0 |
| Children will further develop their awareness of their rights at home and in the Early Years Class. They will effectively contribute their thoughts and ideas to support improvements. | A plan for the year will be developed to link with the UNCRC, Sustainable goals and cross referenced with SHANARRI indicators.  Right of the month focus. This will be shared with families.  Showcase decisions that children have made as they lead their learning.  Provide workshops and information for parents on UNCRC rights. | Aug 25 – June 26    All staff | UNCRC evidence folder and floor books will show ideas/ progress and impact of resources.  Feedback from parental workshops/ questionnaires.  Focus groups – children  Gold Award Application evidence |  | £0 |

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

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

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| PEF Action Plan | | | | | | |
| Poverty Related Gap | **Pupil Outcomes** | **Implementation Plan** | **Timescales/**  **Responsibility** | **Detail of Spend** | **Measures of Impact** | **Analysis & Evaluation of Progress** |
| Provide details of the gap or barrier you wish to address. | Specifically, what will change for our learners? | What do we plan to do to achieve this outcome? | What are our timescales?  Who will lead? | Record cost & provide concise detail of what this entails. | How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data. | What does the data tell us? How well is evidence from self-evaluation analysed to improve pupil outcomes? How is the spend contributing to narrowing our attainment gap? |
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