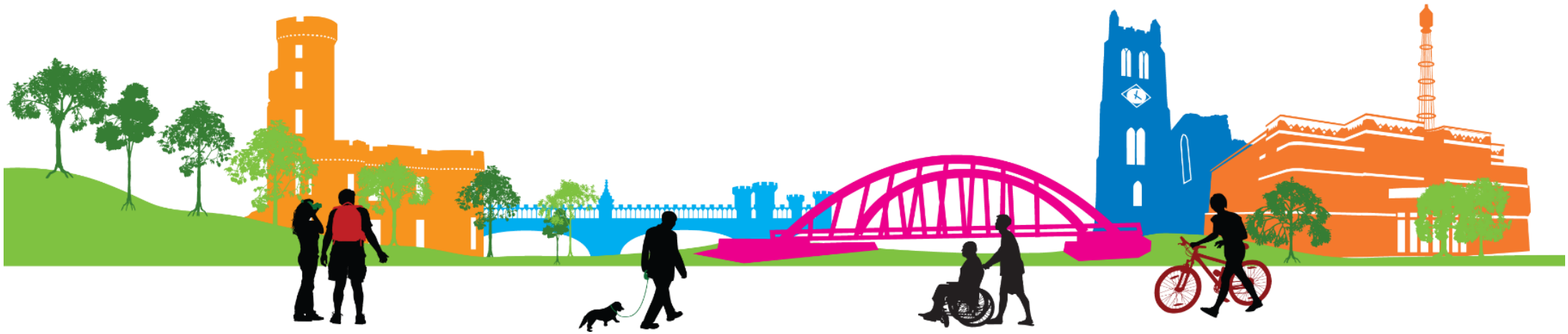
North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Service

St. Mark's Primary School

Improvement Plan

2026-2027



Vision, Values and Aims

ST. MARK'S PRIMARY SCHOOL AND EARLY YEARS CLASS

VISION

HEALTHY BODIES, HEALTHY MINDS, FIT FOR LEARNING, FIT FOR LIFE.

VALUES

***R**elationships **E**xpectations **A**chievement **L**ove*

AIMS

- Provide a safe and caring environment where staff, learners, parents/carers and other agencies work together in productive partnerships.
- Support and motivate children to take part in all aspects of school life and become successful learners, confident individuals, responsible citizens and effective contributors.
- Provide challenging and enjoyable teaching and learning experiences that are relevant and enable pupils to achieve success and develop skills for learning, life and work.

The Catholic Charter

St. Mark'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 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

Strategic Objective:

To improve attainment in Literacy with a particular focus on Writing through sharing best practice and pedagogy and delivering high quality learning and teaching.
Articles 12, 13,17, 28 and 29

Select the KEY drivers for this improvement priority

National Improvement Framework *Please select the relevant NIF priority*	NIF Drivers of Improvement *Please select up to three NIF drivers*	How Good Is Our School 4 *Please select up to three quality indicators for this priority*	Quality Improvement Framework for ELC settings *Please select up to three quality indicators for this priority*
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 4. Curriculum and assessment 5. School & ELC improvement	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 1.2 Leadership of Learning	1.1 Leadership and management of staff and resources. 3.1 Playing, learning and developing 3.3 Learning, teaching and assessment

Rationale for Change

Analysis of attainment data highlights a need to improve writing outcomes across the school.

YEAR	2025/26	2024/25	2023/24
EY	81%	77% (LIT)	77% (LIT)
P1	75%	61%	76%
P4	64%	70%	62%
P7	61.5%	67%	65%

This data indicates that we are performing year on year below the Local Authority and National average, and there is no consistency or upward trend. Therefore, there is a need for targeted interventions to improve attainment consistently over time and ensure greater consistency in teaching to improve outcomes for all learners. Our data also indicates there is a trend of a gender imbalance with females outperforming males almost every year. However, a greater percentage of learners living in SIMD 1 - 2 achieved the expected level than SIMD 3 – 10.

During Session 2025/26, St. Mark's participated in the CYPIC National Writing Programme. Two teachers completed the national training, and 23 Primary 4 pupils took part in the programme. Baseline data showed that 58% of participants were on track to achieve First Level by the end of Primary 4. Following engagement with the programme, 64% of participating pupils achieved First Level. This evidence demonstrates the positive impact of the programme on writing attainment and supports our decision to extend participation in session 2026/27 by training two additional teachers and rolling out the programme to two further classes.

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

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)**
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 £*
Pupils demonstrate improved writing skills, including more accurate sentence structure and use of a wider range of vocabulary and techniques. Learners write more frequently and independently, with opportunities for choice and purpose across different contexts.	Develop staff expertise in teaching writing through professional learning, peer observation and collaborative practice, with a focus on building creativity, stamina and high expectations. Deliver a consistent whole-school approach (PM/CYPIC Writing), including explicit teaching of vocabulary, sentence structure and writer's craft, supported by high-quality texts and stimuli.	CTs Aug – June. CMcK (PT) HT (CT) CYPIC National Writing Programme: 09.09.26 23.09.26 21.10.26 11.11.26 16.12.26 20.01.27 10.02.27 16/9/26 18/11/26 20/1/27 21/4/27 SLT W/B 5.10.26 21.1.27	Diagnostic and baseline assessments for all stages will be utilised 3 times per year, and progression will be monitored and discussed at tracking/data meetings. Stretch aims to be agreed with Class Teachers at initial Tracking and Monitoring meeting. Assessment Data to be reviewed 3 x per year at Tracking and Monitoring Meetings with strategies discussed and agreed to support these aims. SNSA writing scores will increase from baseline in all targeted year groups by May 2027and support teacher professional judgement in CfE data. CfE writing attainment will increase by at least 5% at each key stage from June 2026 baseline.		PSA support £53,722 PT enhancement £6808 0.4 Class Teacher £30,180 Literacy resources and programmes £2000

		3.5.27	2 x 1 hr meetings and 2 x 1.5 hr meetings with Family School, plus preparation time. Audit of frequency of writing opportunities through jotter monitoring x 3 per year focussing on • how often pupils write independently • range of genres Writing Quality (jotter audits and moderation) % of pupils demonstrate: • secure sentence structure • increased vocabulary and writing techniques • evidence of editing and improvement in every extended piece Frequency & Volume • All pupils produce at least one extended independent piece weekly • 90% of learners will complete an age-appropriate extended writing task independently by June 2027.		
Learners use the Tools for Writing to plan, draft and improve their work effectively.	Plan regular, purposeful writing opportunities across a range of genres, ensuring learners write frequently,	SLT W/B 5.10.26 21.1.27 3.5.27	Pupil focus groups 3 x per year		PSA support £53,722 PT enhancement £6808

	independently, and with choice linked to meaningful contexts. Embed the Tools for Writing through structured lessons, modelling, shared writing and a gradual release of responsibility to support independence.	P3/4 – P7 CTs CTs Aug - June	CYPIC tools and diagnostic techniques used to test, measure and implement better ways of working: • Model for Improvement • Project Charter • Driver Diagram • Cause and Effect (Fishbone) Diagram • Pareto Chart • Process Mapping Ongoing evidence of: • Use of Tools for Writing • Pupil editing and response to feedback • Independence during lessons		0.4 Class Teacher £30,180
Through effective feedback and reflection, learners can identify improvements, articulate their progress, and refine their writing. Learners show increased confidence, motivation and engagement in writing, seeing themselves as successful writers. Learners demonstrate greater independence, requiring less adult support when approaching writing tasks.	Strengthen feedback and reflection, ensuring time is built in for pupils to review, edit and improve their work. Use clear learning intentions, success criteria and learner dialogue to help pupils understand what good writing looks like and how to improve. Promote motivation and confidence through regular opportunities for success, celebration and sharing of writing.	SLT W/B 7.10.26 24.4.27 CTs and EYPs Pupils Attitude to Writing Survey Sept '26 May '27 Peer and SLT learning walks W/B 14/9/26 W/B 1/2/27 SLT CTs EYPs	Learner Voice groups 2 x per year Base line and end of year survey (confidence, enjoyment, understanding of improvement) Learning walks demonstrate engagement and independence in writing Demonstrating independence during lesson observations): • Decreased % learners needing adult support		£2000 Seesaw

		W/B 30/11/26 W/B 26/4/27 *DATES TO BE ALTERED DUE TO REVIEW 10/11/26 – 11/11/26	• ability to start/complete tasks independently		

PRIORITY 2: Supporting needs, wellbeing, equality and inclusion

Strategic Objective:

Improve children's health, wellbeing, by reducing barriers to learning. Embed a consistent relational approach to behaviour that strengthens adult presence, reduces escalation, and promotes repair, connection, and positive engagement across the school.
Article 3, 12, 28.

Select the KEY drivers for this improvement priority

National Improvement Framework *Please select the relevant NIF priority*	**NIF Drivers of Improvement** *Please select up to three NIF drivers*	**How Good Is Our School 4** *Please select up to three quality indicators for this priority*	**Quality Improvement Framework for ELC settings** *Please select up to three quality indicators for this priority*
4. Improvement in children and young people's health and wellbeing 5. Placing human rights and needs of every child and young person at the centre of education	2. Teaching and practitioner professionalism 5. School & ELC improvement	3.1 Ensuring wellbeing, equality and inclusion	1.3 Leadership of continuous improvement 3.3 Learning, teaching and assessment 4.2 Wellbeing, inclusion and equality

Rationale for Change

This priority has been identified to ensure that our staff have a clear and consistent approach to responding to children's behaviour. BPR recognises the importance of adult self-control, calm presence, and reflective practice in helping to de-escalate situations and maintain positive relationships across the school community. The approach is rooted in the principles of resist, persist, unite and repair. It aims to support teams to respond consistently and collaboratively, ensuring that relationships and behaviour are understood within a context and that relationships remain central to all interactions. This is particularly important in creating a safe, predictable, and supportive environments for all learners.
We recognise the need to continue to teach children about their emotions and functions of their brain. Last session we invested in the My Happy Mind programme. Through self evaluation, there are many positives the staff would like to take into next session "*shared language", "breathing techniques", "learning about the brain",* it did not provide the benefits we had hoped for, with EY-P3 having a more positive experience than P4-7 – "*resources not always suitable", "assemblies should be split", "tasks can be too similar*". While we won't be investing in this programme, many strategies will be developed and continued.

In session 2025/26 the school experienced a significant increase in pupil behavioural and emotional needs, placing considerable pressure on existing inclusion and pastoral systems. During the current academic period, there have been 2 school exclusions, highlighting the complexity and severity of some behavioural incidents. In addition, 10 referrals to the Inclusion Group have been submitted, indicating a growing number of pupils requiring enhanced intervention and multi-agency support.
The increase in dysregulated learners and challenging behaviour has had a notable impact on staff wellbeing. Staff report declining morale as they manage increasingly complex behaviours while balancing teaching and learning responsibilities. The frequency and intensity of behavioural incidents have contributed to increased stress, reduced confidence in managing high-level behaviours, and concerns about sustaining a positive learning environment.
This trend is further evidenced by 54 ASSURE submissions, demonstrating a substantial rise in recorded health and safety incidents. The volume of these submissions reflects the increasing demand on staff time and school resources, as well as the need for coordinated intervention to support vulnerable learners.

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

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)**
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 £*
Strengthen consistent and relational practice across the school.	Deliver professional learning on BPR and the principles of New Authority. Work in partnership with families and other professionals where appropriate.	November in service day – CMcK (PT) JMcQ (CT)	Staff confidence survey results will increase from baseline by at least 20% as measured by self-evaluation. Progress will be monitored through staff feedback, pupil voice, observation of practice, and review of behaviour and wellbeing information. This will help evaluate the extent to which BPR is contributing to a more consistent, relational, and supportive school environment. PASS survey results will improve.		PSA support £53,722 PT enhancement £6808 0.4 Class Teacher £30,180
Increase staff confidence in responding to children's behaviour. Reduce escalation and reactive responses. Support learners to feel safe, understood, and regulated.	Develop shared language and expectations across staff. Using training materials. Support reflective discussion and attend coaching around relational practice. Using training materials. Embed consistent strategies for de-escalation, self-regulation, and repair. Using training materials.	CMcK (PT) JMcQ (CT) by May 2027	PASS survey measures related to belonging, confidence and engagement will improve by at least 10% from baseline. PPR policy updated as required. Low level disruption is minimised. Decrease in the number of incidents recorded. ASSURE submissions will reduce by the baseline from 2025/26 by 10% by June 2027. Pre/post staff survey.		

Promote timely repair and restoration of relationships.	Utilise resources provided to support embedding New Authority, for example the Solution Orientated Planning Sheet and the Reflective Log. Using the training materials.	March 2027 All Staff	70% of staff, pupils and families will report that relationships are restored effectively following incidents through How Good is Our School survey.		
Learners are consistently taught expectations and experience relational and natural consequences when appropriate	Engage in professional dialogue as a team – utilising the NAC resources provided	May 2027 All staff	Use of rubric (see NAC resource)		
Targeted pupils will be able to engage more effectively in their learning.	Targeted children to be supported in upper school learning base Targeted children to access shorter learning tasks, movement breaks and choice time to increase regulation and engagement Calm cover will be utilised for targeted children.	NP (CT) KW (DHT) PSA PSAs	Boxall Profiles used termly to measure impact on emotional development and behavioural changes Wellbeing plans, targets are met; Pupil focus groups to discuss HWB. Care Experienced and all other pupils have a voice and are listened to. My World Triangles and My Meeting Booklets are completed and reviewed regularly		Resources to create upper school support base and develop Rainbow Room £10,000

PRIORITY 3: Building a self-improving service

Strategic Objective:
To develop and sustain high-quality, inclusive learning environments that are responsive, flexible and nurturing, ensuring all learners—regardless of ability, background or need—are fully supported to engage, progress and achieve their potential.

Articles 2, 3, 6 and 12.

Select the KEY drivers for this improvement priority

National Improvement Framework *Please select the relevant NIF priority*	NIF Drivers of Improvement *Please select up to three NIF drivers*	How Good Is Our School 4 *Please select up to three quality indicators for this priority*	Quality Improvement Framework for ELC settings *Please select up to three quality indicators for this priority*
4. Improvement in children and young people's health and wellbeing 5. Placing human rights and needs of every child and young person at the centre of education	1. School & ELC leadership 5. School & ELC improvement 2. Teaching and practitioner professionalism	1.1 Self-evaluation for self-improvement 3.1 Ensuring wellbeing, equality and inclusion 1.3 Leadership of change	**1.1 Leadership and management of staff and resources** **1.3 Leadership of continuous improvement** **4.2 Wellbeing, inclusion and equality**

Rationale for Change

In line with HGIOS 4 QI 2.3 (Learning, Teaching and Assessment), there is a clear need to ensure that all environments are consistently inclusive, communication-friendly and responsive to the diverse needs of learners, including those with additional support needs. Developing high-quality relationships, promoting wellbeing and embedding flexible, differentiated approaches are key to improving learners' experiences and outcomes.

This priority also reflects our commitment to children's rights, particularly ensuring equitable access to education, participation and support. By strengthening staff understanding and practice in designing effective learning environments, we will improve consistency, reduce barriers to learning and support all learners to achieve their full potential.
The number of neurodiverse learners in our educational setting continues to increase. As a result, traditional classroom environments do not consistently meet the diverse sensory, cognitive, communication, and self-regulation needs of all students. Improving the physical classroom environment is therefore an essential step in creating equitable learning opportunities and supporting positive educational outcomes.

Many of our neurodiverse learners are significantly affected by environmental factors and these factors can increase cognitive load, anxiety, distraction, or sensory overload, reducing engagement and participation in learning. Adopting principles of inclusive and universal design can create classrooms that are more accessible for all learners. The Rationale for Priority 2 collaboratively verifies the need for changes to the environment.

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

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 £*
Learners will benefit from a more stimulating, inclusive and well-resourced learning environment that enhances engagement, wellbeing, independence and opportunities for high-quality learning both indoors and outdoors.	Review and enhance indoor and outdoor learning spaces, ensuring they are inclusive, well-organised and appropriately resourced, while engaging learners, staff and the wider school community in creating environments that promote wellbeing, independence, engagement and high-quality learning.	All staff Aug 2026 – June 2027 EP W/B 5.10.26 21.1.27 3.5.27	Learner Voice • Pupil surveys/questionnaires. • Focus groups • Learning conversations. • 80% of pupils will report that classrooms help them learn effectively Observations and Learning Walks • Learning walks showing effective use of spaces and resources. • Evidence of learners accessing resources independently. • Each class will engage in planned outdoor learning at least once per fortnight.		Resources to create upper school support base and develop Rainbow Room £10,000 PSA support £53,722 PT enhancement £6808 0.4 Class Teacher £30,180

			• Increased use of outdoor learning across the curriculum. Wellbeing Data • SHANARRI wellbeing wheels. • Reduction in ASSURE incidents • Reduction in repeat incidents for individual pupils Stakeholder Feedback • Parent/carer questionnaires. • Staff evaluations and professional dialogue. • Community partner feedback where relevant. Evidence from Practice • Before-and-after photographs of learning environments. • Classroom and outdoor learning audits. • Displays of learner work demonstrating use of enhanced spaces. • Planning evidence showing regular use of improved environments.		

Pupils feel safe, valued and included, regardless of background, need or ability.	Establish consistent routines, expectations and language across all classrooms Prioritise positive relationships, using restorative and relational approaches Explicitly teach and model respect, kindness and inclusion Learners experience predictable, calm classrooms where expectations are clear Learners feel known as individuals (names, interests, needs recognised) Learners report they are treated fairly and respectfully	All staff Oct '26 Aug 2026-June 2027	PASS survey data • +% increase from baseline in positive responses ASSURE submissions will reduce by the baseline from 2025/26 by 10% by June 2027. • Consistent behaviour patterns across classes (less variability between rooms) observed • Clear routines and expectations embedded • Learning walks will show at least 80% of learners on task during observations. • Consistent use of shared language observed across all classes Learner focus groups evidence that children can: • Name trusted adult • Describe how adults support and treat them		PSA support £53,722 PT enhancement £ 6808 0.4 Class Teacher £30,180
All pupils make strong and sustained progress from their starting points.	Use high-quality assessment to identify starting points and gaps, informing responsive teaching and next steps.	SLT CTs EYPs T and M meetings: W/B 19/10/26 W/B 22/2/27 W/B 10/5/27	BRAG data will demonstrate progress for all learners: Assessment Data to be reviewed 3 x per year at Tracking and Monitoring Meetings with strategies discussed and agreed to support these aims.		Educational programmes and licences to support learners (NESSY, Sumdog, GL Assessment) £2500

Pupils demonstrate high levels of engagement and are consistently ready to learn.	Provide timely, targeted intervention**,** addressing gaps early. Establish clear routines and expectations across all classrooms to ensure smooth starts and minimal lost learning time. Plan to engage, purposeful lessons with clear learning intentions and appropriately challenging tasks. Use active teaching strategies (questioning, discussion, modelling) to maintain participation and interest. Ensure adaptive teaching, so all learners can access learning and avoid disengagement.	CTs Class charter Aug 2026 SLT CTs EYPs W/B 14/9/26 W/B 1/2/27 W/B 30/11/26 W/B 26/4/27	Interventions to be planned and reviewed 3 x per year through Staged Intervention. TACs to be arranged for Stage 1 learners 1 x per year. Create and review class charter to set clear routines and expectations. Learning Walks and Observations • Increased % of lessons show pupils engaged and on task • Clear learning intentions, challenge evident in most lessons • High levels of questioning, and pupil contribution • Reduced passive learners or off-task behaviour Learner Voice Groups: Pupils can explain: • What they are learning • Why it is important Increased reports of lessons being interesting and motivating		

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

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

PEF contact - HT or DHT with responsibility for the plan:			Gemma Strain		
Carry forward:	£10,950	**Total Allocation:**	£97,200	**Total:**	£108,150

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?
A high-quality PA and music system will enable us to provide rich, accessible learning experiences that all learners can benefit from, regardless of their circumstances. It will also allow us to engage parents and families in their child's learning journey and share successes.	Learners will feel more included and engaged during assemblies, performances and whole-school events, with increased opportunities to develop confidence, self-expression and wider achievement regardless of their background or circumstances.	Upgrading the PA and music system to provide clear, reliable sound quality for assemblies, celebrations and learning activities. Increase opportunities for learners to participate in music, drama and public speaking, ensuring learners can access and engage fully in whole-school events.	Aug '26 DHT	£2000 Music and PA system upgrade	Learner voice surveys Focus groups Participation data s Staff observations Parent/carer feedback Wellbeing indicators	