



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Directorate

St. Mary's Primary School

Improvement Plan

2025-2026



Vision, Values and Aims

Vision: At St. Mary's, we work together as a united school community to ensure every child becomes a Successful Learner, Confident Individual, Responsible Citizen and Effective Contributor. We nurture the knowledge, skills and values our children need to thrive in learning, life and work – today and in the future. Our school is a caring and challenging environment where children are inspired to explore, investigate, and embrace the full breadth of the Curriculum for Excellence.

Our Core Values:

Faith – Guiding our actions through Gospel values and spiritual growth.

Compassion – Showing kindness, empathy, and care for others.

Ambition – Encouraging high aspirations and a love of learning.

Respect – Valuing ourselves, others, and the world around us.



Aims: St Mary's is a welcoming, happy, safe, inclusive, and nurturing environment where everyone is valued and children's rights are upheld.

We grow as a community of faith and learning by living out Gospel values, celebrating together, and sharing our God-given talents for the common good.

Our children experience high quality, engaging learning and teaching that is tailored to meet individual needs.

We celebrate personal and collective achievements in class and across the school community.

We work in partnership with parents, the parish, local organisations, and support agencies—fostering mutual respect and promoting the health and wellbeing of all.

We uphold high standards and expectations, encouraging learners to set goals, challenge themselves, and achieve success in learning and life.

We promote global citizenship and sustainability, nurturing care for our environment and the wider world.



The Catholic Charter

St. Mary's Primary School, in honouring Jesus Christ as the Way, the Truth and the Life, is committed to promoting the key characteristics summarised 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 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 development.

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.



PRIORITY 1:

Objective: To enhance attainment in numeracy and increase learner participation, thereby contributing to overall school improvement in alignment with NAC Priorities 1 and 2.

Rights-Based Approach: This initiative supports the principles outlined in the UNCRC Articles 12 (right to be heard), 13 (freedom of expression), 17 (access to information), 28 (right to education), and 29 (goals of education).

Global Alignment: The focus aligns with the United Nations Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Strategic Objective:

To Raise Attainment in Numeracy

We aim to raise attainment in numeracy through a multi-faceted approach that aligns with current national guidance and school-level strategies:

Implementation of the Mathematics Framework

Embed the recently published Mathematics Framework into classroom practice, using it alongside guidance from the Professional Learning Academy (PLA) and the school's own progression pathways.

Research-Informed Pedagogy

Enhance learning and teaching through the adoption of research-based methodologies, ensuring high-quality instruction that reflects the knowledge and skills outlined in the Mathematics Framework.

Interdisciplinary Learning

Promote numeracy across the curriculum by integrating interdisciplinary learning approaches, guided by the 'Big Ideas' identified in the Mathematics Framework.

Assessment for Conceptual Understanding

Use a variety of assessment strategies that support the Know–Do–Understand model, ensuring learners develop deep conceptual knowledge and can apply their understanding in meaningful contexts.

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.

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership & management of staff
(practitioners)

HGIOS & HGIOS ELC

Language specific to HIGIOELC is in green

- | | |
|-------------------------------------|--|
| 2.1 Safeguarding & Child Protection | 3.1 Ensuring wellbeing, equality and inclusion |
| 2.2 Curriculum | 3.2 Raising attainment & achievement |
| 2.3 Learning, teaching & assessment | <i>(Securing children's progress)</i> |
| 2.4 Personalised Support | 3.3 Increasing creativity and employability |
| 2.5 Family Learning | |
| 2.6 Transitions | |

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2025-26

<p>4. Improvement in children & young people's health & wellbeing</p> <p>5. Placing human rights & needs of every child & young person at the centre of education</p>	<p>1.5 Management of resources to promote equity</p>	<p>2.7 Partnerships</p>	<p><i>(Developing creativity and skills for life and learning)</i></p>
<p>NIF Drivers of Improvement</p> <p>1. School & ELC Leadership</p> <p>2. Teaching & Practitioner Professionalism</p> <p>3. Parent/carer involvement & engagement</p> <p>4. Curriculum & Assessment</p> <p>5. School & ELC Improvement</p> <p>6. Performance Information</p>	<p>1.1 Nurturing care and support</p> <p>1.2 1.2 Children are safe and protected</p> <p>1.3 Play and learning</p> <p>1.4 Family engagement</p> <p>1.5 Effective transitions</p>	<p>Care Standards - Care Inspectorate Quality Indicators</p> <p><i>Applicable within all early years settings</i></p> <p>2.1 Quality of the session for care, play and learning</p> <p>2.2 Children's experience high quality facilities</p>	<p>3.1 Quality assurance and improvement are led well</p> <p>3.2 Leadership of play and learning</p> <p>3.3 Leadership and management of staff and resources</p> <p>4.1 Staff skills, knowledge and values</p> <p>4.2 Staff recruitment</p> <p>4.3 Staff deployment</p>
<p>Rationale for Change</p> <p>Curriculum Review in Scotland: Responding to OECD Recommendations</p> <p>OECD Review – Scotland's Curriculum for Excellence: Into the Future (2021)</p> <p>The OECD's 2021 review of Curriculum for Excellence (CfE) recognized its innovative approach but identified a critical shortcoming: There was no formal mechanism for regularly reviewing and updating the curriculum. This gap was seen as a barrier to ensuring CfE remains relevant, coherent, and responsive to the evolving needs of learners and society.</p> <p>National Discussion on Scottish Education (Campbell & Harris, 2023)</p> <p>Building on the OECD's findings, the 2023 National Discussion echoed the call for reform. It emphasized two key priorities:</p> <ul style="list-style-type: none"> Establishing a systematic, ongoing curriculum review process Enhancing stakeholder engagement in shaping the future of Scottish education <p>Curriculum Improvement Cycle (CIC) – A National Response</p> <p>In response, the Cabinet Secretary for Education and Skills announced the Curriculum Improvement Cycle (CIC) in December 2023—a structured, iterative process designed to ensure continuous curriculum renewal.</p>			

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2025-26

Led by Education Scotland since April 2024, the CIC aims to:

- Embed **evidence-informed practice**
- Align curriculum development with **national priorities**
- Align curriculum development with learners' evolving needs, with a targeted focus on improving numeracy attainment in P5 and P6, in line with North Ayrshire's stretch aim of achieving 86% attainment and closing the poverty related gap.

PRIORITY 1: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
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.	<ul style="list-style-type: none"> Teachers to familiarise themselves with the latest guidance from Education Scotland: The Curriculum Improvement Cycle (CIC) About Curriculum for Excellence Curriculum for Excellence Education Scotland. Teachers will be provided with the North Ayrshire Mathematics Framework and planners. They will engage in professional 	<ul style="list-style-type: none"> September collegiate Monitoring calendar will include: mathematics observations, forward plan & monitoring and tracking meetings (ongoing 25-26) 	<ul style="list-style-type: none"> 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 		

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2025-26

<p>Improved numeracy attainment across stages with a focus on reducing the poverty related attainment gap.</p> <p>Improve learners' conceptual understanding in mathematics and support confident application across disciplines, aligned with numeracy benchmarks to ensure progress, depth, and transfer of skills.</p> <p>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.</p>	<p>dialogue and collegiate activities around content and delivery linked to HGIOS 2.3.</p> <ul style="list-style-type: none"> Strengthen consistency in pedagogical approaches across all stages through a structured programme of Senior Leadership and peer observation, professional dialogue, pupil voice and cluster-wide moderation. 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 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. 	<ul style="list-style-type: none"> Impact Evaluation May 2026 May in-service '25 	<ul style="list-style-type: none"> Progress will be monitored through analysis of SNSA/GL data and triangulated with teacher professional judgement to ensure targeted support and measureable impact. Pupil focus groups to assess perception of learning in numeracy and using manipulatives to support their learning. Through robust attainment meetings, class teachers will identify at least 2 targeted learners as part of stretch aims e.g. with 1 pupil representing 7.7% increase in class level attainment, this targeted approach aims to raise overall attainment by approximately 15% supported by ongoing tracking and intervention. The 'self-evaluation in mathematics toolkit' will be revisited to show impact Areas highlighted as a core focus will show improvement 		
---	---	--	---	--	--

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2025-26

	<ul style="list-style-type: none"> Teaching staff will engage with the 3 parts of the national mathematics framework: Why? Teaching staff will engage with the four capacities in relation to mathematics What? Teaching 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 	<ul style="list-style-type: none"> PLA deliver collegiate delivered in Cluster locality input on mathematics Date to be arranged Aug/Sept 2025 Collegiate meeting May 2026 HT & teaching staff 	<ul style="list-style-type: none"> % 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 Observations and learning walks show consistent use of displays to support teaching and learning. Also, see YLL below. Classroom displays that reflect current pedagogy and learning, pupil voice indicating increased understanding of their learning journey 		
<p>All receive consistent, high quality learning experiences in mathematics, which offer suitable challenge, differentiation and pace, and are underpinned by effective assessment approaches.</p>	<ul style="list-style-type: none"> Implement the new mathematics framework by ensuring a shared vision for the newly revised curricular area Implement a new Know-Do-Understand model. 	<ul style="list-style-type: none"> January 2026 HT & teaching staff Sept – Oct 2025 	<ul style="list-style-type: none"> Forward plan – outlining big ideas Feedback from lesson observations and peer observations Pupil participation levels during Maths Scotland Week 		

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2025-26

			<ul style="list-style-type: none"> and Maths Inside 1st of September to 6th October 2025 competition 		
<p><u>Learner Participation</u></p> <p>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.</p>	<p><u>Learning, Teaching and Assessment</u></p> <ul style="list-style-type: none"> P6 YLL’S will be selected through the process from 2024/25 including application, interview and training YLL’s to create an audit tool and lead pupil focus groups to audit Numeracy and Maths within their own school. (HGIOS) <p>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.</p>	<ul style="list-style-type: none"> September 2025 October 2025 October 2025 Date to be agreed with partner school Action Plan Jan – May 2026 	<ul style="list-style-type: none"> Application forms, interview notes, training PowerPoint and feedback. YLL journals reflecting the YLL journey and positive school improvements 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 		

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2025-26

			<ul style="list-style-type: none"> • 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 		
<p><u>Opportunities for Personal Achievement</u></p> <p>Children will increase their confidence, motivation and engagement through a positive learning culture to support a growth mind-set. This will result in improved engagement and ownership of their learning to reduce maths anxiety.</p>	<p><u>Opportunities for Personal Achievement</u></p> <p>Pre and post questionnaire about their feelings towards numeracy and maths</p> <p>SeeSaw/ Pilot 'My World of Work - My Achievements' in chosen classes to set targets, track achievements and the development of meta-skills</p> <p>Examples of opportunities for Personal Achievement</p> <ul style="list-style-type: none"> ➤ Mathematics Inside Maths Inside ➤ Primary Maths Challenge Website Primary Maths Challenge - Primary Mathematics Challenge 	<ul style="list-style-type: none"> • Pre Sept 2025 • Post April 2026 • Sept 2025 – June 2026 • A range of dates throughout the session August 2025 – June 2026 	<p>Pre and post questionnaires and next steps</p> <p>Online skills tracker on portal. Individual Pupil Profile of Achievements</p> <p>Increased pupil participation in national events Pupil voice and feedback National Awards and accreditation</p>		

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2025-26

	<ul style="list-style-type: none"> ➤ Maths wi nae borders Maths-wi-nae-Borders-2024-v2.pdf ➤ Young Stem Leader Home Young STEM Leader ➤ Enterprising Maths Enterprising Maths – Scottish Mathematical Council (P7->) ➤ Maths Week Scotland 22 - 28 September 2025 - Maths Week Scotland, ➤ National numeracy Day National Numeracy Sign up 2025 - Schools National Numeracy, ➤ First Maths Challenge - Primary Maths Challenge - First Mathematics Challenge (Age 7-9) ➤ Talk Money Week Talk Money Week for schools Money and Pensions Service 				
<p><u>Decision Making Groups</u></p> <p>Children will experience a range of leadership opportunities in class, across the school and wider community resulting in the development of their meta-skills.</p>	<p><u>Decision Making Groups</u></p> <p>Pupil Committees related to Numeracy and Maths e.g. Display group, Numeracy Committee, Meta-skills Committee.</p>	<p>August 2025 – June 2026</p>	<p>Pupil-led long-term planning for committees using 4 capacities and 4 arenas planning sheets</p> <p>Weekly planning sheets including UNCRC, Meta-skills, activities, evaluations and Next Steps.</p>		

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2025-26

	<p>Young Leaders of Learning (see above)</p> <p>Pupil Council</p> <p>Digital Leaders</p> <p>Young STEM Leaders</p>		<p>Floor books with evidence of pupil voice, pupil planning and decisions for each Committee.</p> <p>End of session questionnaire and feedback.</p>		
<p><u>Wider Community</u></p> <p>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.</p> <p>Pupils will be more supported and motivated due to increased parental engagement.</p>	<p><u>Wider Community</u></p> <p>Parent/carer curricular night with Numeracy focus.</p> <p>Stay and Play session with Numeracy focus.</p> <p>World of Work Week with a STEM focus.</p> <p>Maths Family Challenges</p> <p>Section in school newsletter for Maths written by Roving Reporters</p> <p>Lending Library for Numeracy related stories and games</p>	<p>November 2025</p> <p>February 2026</p> <p>October 2025</p> <p>Termly – 4 per session</p> <p>Termly – 4 per session</p> <p>October 2025 – May 2026</p> <p>During Maths Week Scotland</p>	<p>Feedback from staff, pupils and parents/carers.</p> <p>Parents and carers are more confident in supporting and engaging their child in Numeracy at home.</p> <p>PASS results and Tree House to measure pupil motivation and self-esteem.</p> <p>Feedback from staff, pupils and parents/carers.</p> <p>Parents and carers are more confident in supporting and engaging their child in Numeracy at home.</p> <p>Feedback from staff, pupils and visitors</p> <p>Numeracy is less abstract and more relevant</p> <p>Preparing pupils for careers requiring quantitative skills.</p>		

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2025-26

	<p>Children will choose an area of the local community to explore with a Maths focus e.g. supermarket, local park, Church</p>	<p>22nd Sept – 28th September</p>	<p>Participation in the challenges. Feedback from pupils and families.</p> <p>Enhanced critical thinking and decision-making capabilities.</p> <p>Questions in the Parents' Night questionnaire to measure impact and gather views.</p> <p>Improved attainment.</p> <p>School displays</p> <p>Emphasis on hands on contextualised learning in real life situations, pupils will be able to apply knowledge and skills in different contexts.</p> <p>Numeracy is less abstract and more relevant</p>		
--	---	---	---	--	--

TREEHOUSE ACTION PLAN 2025 - 2026

ITEM	IMPLEMENTATION	DATES	Evaluation/Comments
On boarding and Preparation	Part 1 – School Programme Overview - 30 mins Part 2 – Portal Tour - 30 mins Part 3 – Module Overview - 1 hour	May' 25 (STAFF MEETING)	Staff agreed to pilot new resource.
Planners	Printed and in a folder/added to online planner	Ready for start of year	Staff have received their login details June' 25
Progression map	Teachers to follow progression map	All year	
Certificates	HT/ DHT will present certificates at assembly	All year	
Start of the Year Survey for teachers	All staff to complete baseline survey	August 2025	
Pupil Voice	Pupil Voice to be completed at the beginning and end of each module to give data around the learning	Questionnaires throughout the session	
Modules	Staff to complete lessons appropriate to stage. If appropriate lessons could be dipped into from previous stage.	All year When lessons are taught may be agreed by schools in order to move at same pace.	
Links to CfE	Added to planners	Added to planners for start of term, Marked as completed by staff using school system (highlight, date, tick)	
Display	Each class to have a Tree House display updated throughout the	August 2025 – June 2026	

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2025-26

	<p>session. There is a display pack on the portal. We will have a display in the corridor too.</p>		
Parents	<p>Parents will be informed new resource in class newsletters.</p>	<p>August 2025 – June 2026</p>	
Composite Classes	<p>School to agree which stage each class will cover</p>		
Assemblies	<p>Assemblies to be delivered in line with common themes.</p>	<p>August 2025 – June 2026</p>	

PRIORITY 2:

Improvement in Children's Mental Health and Wellbeing (Linked to Priority 4 of the National Improvement Framework)

UNCRC Articles:

Article 24 – Every child has the right to the best possible health.

Article 29 – Education must develop every child's personality, talents, and abilities to the full.

Article 31 – Every child has the right to relax, play, and take part in a wide range of cultural and artistic activities.

Sustainable Development Goals:

Goal 3: Good Health and Well-being

Goal 4: Quality Education

Strategic Objective: Enhancing Mental Health and Wellbeing Provision

We will continue to develop and strengthen our health and wellbeing programmes to ensure a sustained, positive impact on pupils' mental health, emotional wellbeing, and resilience. This will involve:

- Reviewing and enhancing current wellbeing resources and programmes to ensure they are responsive to pupil needs.
- Embedding consistent, whole-school approaches that promote emotional literacy, self-regulation, and resilience.
- Providing professional learning opportunities for staff to build confidence in supporting mental health and wellbeing.
- Increasing opportunities for pupil voice and leadership in shaping wellbeing initiatives.
- Strengthening partnerships with families and external agencies to provide targeted support where needed.

Through these actions, we aim to create a nurturing, inclusive environment where all children feel safe, supported, and empowered to thrive.

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2025-26

Highlight your KEY drivers for this improvement priority			
Service Priorities		HGIOS & HGIOS ELC	
		<i>Language specific to HIGIOELC is in green</i>	
<ol style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills & sustained, positive school-leaver destinations for all young people. Improvement in children & young people's health & wellbeing Placing human rights & needs of every child & young person at the centre of education 	<ol style="list-style-type: none"> Self-evaluation for self-improvement Leadership for learning Leadership of change Leadership & management of staff <i>(practitioners)</i> Management of resources to promote equity 	<ol style="list-style-type: none"> Safeguarding & Child Protection Curriculum Learning, teaching & assessment Personalised Support Family Learning Transitions Partnerships 	<ol style="list-style-type: none"> Ensuring wellbeing equality and inclusion Raising attainment & achievement <i>(Securing children's progress)</i> Increasing creativity and employability <i>(Developing creativity and skills for life and learning)</i>
NIF Drivers of Improvement		Care Standards - Care Inspectorate Quality Indicators	
		<i>Applicable within all early years settings</i>	
<ol style="list-style-type: none"> School & ELC Leadership Teaching & Practitioner Professionalism Parent/carer involvement & engagement Curriculum & Assessment School & ELC Improvement Performance Information 	<ol style="list-style-type: none"> Nurturing care and support Children are safe and protected Play and learning Family engagement Effective transitions 	<ol style="list-style-type: none"> Quality of the session for care, play and learning Children's experience high quality facilities Leadership and management of staff and resources 	<ol style="list-style-type: none"> Quality assurance and improvement are led well Leadership of play and learning Staff skills, knowledge and values Staff recruitment Staff deployment
Rationale for Change			
<p>✳ Whole School Self-Evaluation – Quality Indicator 3.1: Wellbeing, Equality and Inclusion Children's Rights and Mental Health</p> <p>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:</p> <ul style="list-style-type: none"> 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.

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2025-26

PRIORITY 2: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
A heightened awareness of the importance of pupils' mental health and wellbeing is embedded across the school community, supporting improved readiness to learn.	<p>Introduce 'Tree House Resource' to staff and provide opportunities for staff to work collegiately to explore the platform and discuss implementation.</p> <p>Invite parents to attend curriculum evening/ information sessions about 'Tree House'.</p> <p>Provide updates on mental health and wellbeing through the termly newsletter.</p> <p>Establish a mental health and wellbeing display in supporting parents and carers by signposting events and supports on offer.</p> <p>Area Inclusion Worker (AIW) and Active Schools supports the school in</p>	<p>May 2025 HT</p> <p>TST September 2025</p> <p>Termly newsletters Aug 25 to June 26 HT</p> <p>Sept-Nov 2025</p>	<ul style="list-style-type: none"> Staff views will be gathered on 'Tree House' 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 		£200

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2025-26

	<p>wellness events throughout the year.</p> <p>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.</p> <p>To develop a mental health and wellbeing policy that reflects ongoing practice.</p>	<p>January – March 26 AIW & Active Schools</p> <p>April 2026 CT</p> <p>May 2026 CT/YLL/SMT</p>	<ul style="list-style-type: none"> Feedback on the sessions to gathered to measure 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, parents, and carers being consulted on the draft policy. 		
Increase in pupils' understanding of the importance of pupils' mental health and wellbeing and emotional literacy	<p>Launch and implement 'Treehouse' to strengthen mental health, resilience, and wellbeing ensuring all children have their social and emotional needs met (see Treehouse Action Plan).</p> <p>Assemblies will be delivered to support key themes being explored in class.</p>	<p>September 25 to May 26 SMT</p> <p>September 25 to May 2026 HT/DHT</p>	<ul style="list-style-type: none"> All staff will have evidence of a timetabled slot for Treehouse. Pupil journals Pupil voice collected on the impact of Tree House. Assembly overview will link with themes in Treehouse programme 		£0
Reduction in dysregulated behaviour.	<p>Staff will be supported by the school's EP to engage in the Circle Framework to assess learning environments.</p>	<p>May 2025 to Oct 26 EP & CTs</p>	<ul style="list-style-type: none"> Circle Framework assessments will identify key areas for consideration in the setup of learning environments. 		

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2025-26

	<p>Pupils and staff will be consulted in the design and set up of calm spaces.</p> <p>Establish 'chill out'/break away spaces - for children who need an emotional break to calm/regulate themselves.</p> <p>Functional behaviour assessments carried out to determine the function of behaviour.</p> <p>Needs of the learners addressed through positive behaviour support plans.</p>	<p>Aug and Sept 2025 HT/CT/YLL</p> <p>Sept 2025 HT/CT/YLL</p>	<ul style="list-style-type: none"> Pupil voice will be collected and pupil drawings will be annotated to show their design ideas. Sensory Room will be evaluated and updated to meet pupils' needs Upper school will have access to a Calm corner. Reduction on the number of incidents recorded for violence and aggression. 		£2,000
Interventions to support pupils in middle stages to address anxiety and resilience and further develop pupils' emotional literacy skills	<p>Introduce 'The Hidden Chimp' intervention for specific pupils who may benefit from one-to-one or small group sessions</p> <p>Revise current processes in place for tracking progress online using the LIAM programme to show impact.</p>	<p>TST and PSA September 2025</p> <p>SMT and PSA</p>	<ul style="list-style-type: none"> 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

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2025-26

PRIORITY 3

Strategic Objective:

What do you want to specifically achieve across your school?

To develop as a community of faith and learning within our schools and across the Deanery.

Highlight your KEY drivers for this improvement priority

Service Priorities

- 6. Improvement in attainment, particularly in literacy and numeracy
- 7. Closing the attainment gap between the most and least disadvantaged children and young people
- 8. Improvement in skills & sustained, positive school-leaver destinations for all young people.
- 9. Improvement in children & young people's health & wellbeing
- 10. Placing human rights & needs of every child & young person at the centre of education

NIF Drivers of Improvement

- 7. School & ELC Leadership
- 8. Teaching & Practitioner Professionalism
- 9. Parent/carer involvement & engagement
- 10. Curriculum & Assessment
- 11. School & ELC Improvement
- 12. Performance Information

HGIOS & HGIOS ELC

Language specific to HIGIOELC is in green

- | | | |
|---|-------------------------------------|---|
| 1.1 Self-evaluation for self-improvement | 2.1 Safeguarding & Child Protection | 3.1 Ensuring wellbeing equality and inclusion |
| 1.2 Leadership for learning | 2.2 Curriculum | 3.2 Raising attainment & achievement |
| 1.3 Leadership of change | 2.3 Learning, teaching & assessment | <i>(Securing children's progress)</i> |
| 1.4 Leadership & management of staff | 2.4 Personalised Support | 3.3 Increasing creativity and employability |
| <i>(practitioners)</i> | 2.5 Family Learning | <i>(Developing creativity and skills for life and learning)</i> |
| 1.5 Management of resources to promote equity | 2.6 Transitions | |
| | 2.7 Partnerships | |

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- | | | | |
|---|--|--|--|
| 1.6 Nurturing care and support | 2.1 Quality of the session for care, play and learning | 3.1 Quality assurance and improvement are led well | 4.1 Staff skills, knowledge and values |
| 1.7 1.2 Children are safe and protected | 2.2 Children's experience high quality facilities | 3.2 Leadership of play and learning | 4.2 Staff recruitment |
| 1.8 Play and learning | | 3.3 Leadership and management of staff and resources | 4.3 Staff deployment |
| 1.9 Family engagement | | | |
| 1.10 Effective transitions | | | |

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2025-26

Rationale for Change

What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly, if this is related to PEF spend.

“The mission of the Catholic school is to grow as a community of faith and learning—delivering the highest quality of education, nurturing Gospel values, and fostering formation through worship, celebration, and service to the common good.”

— **Charter for Catholic Schools in Scotland**

Following the appointment of Bishop Frank, our Deanery gathered with colleagues from across the Diocese to reflect on our Catholic mission. Together, we explored how we support the wellbeing, equality, and inclusion of all pupils, and how we strengthen our collaborative and partnership work.

Our Catholic communities are navigating a time of change and challenge—among staff, in parental engagement, within the Deanery, and most importantly, in meeting the evolving needs of our children. As Catholic leaders, we are committed to living out our mission daily through:

- Supporting the ongoing professional and spiritual development of staff.
- Promoting ecumenical action and Christian unity.
- Delivering religious education that helps young people understand and live out Gospel values.
- Fostering the spiritual formation of the school community through shared prayer, liturgy, and parish partnerships.

PRIORITY 3: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us, which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2025-26

<p>Learners will receive an integrated education that nurtures the formation of the whole person, supported by a shared commitment among staff, parents, and the Parish.</p>	<p>Engaging Families in Learning and Teaching</p> <p>We are committed to fostering strong partnerships with families by actively involving them in various aspects of learning and teaching. This is achieved through:</p> <p>Invitations to School and Parish Events Welcoming families to participate in celebrations, liturgies, and community gatherings that strengthen our shared values.</p> <p>Consultation Opportunities Creating meaningful avenues for feedback and dialogue, including surveys, discussion groups, and informal conversations.</p> <p>Effective Communication Keeping families informed and connected through newsletters, social media updates, and regular correspondence.</p> <p>Catholic Education Week provides a valuable opportunity to revisit and promote our school's vision, values, and aims. Through reflection and celebration, we reaffirm our commitment to nurturing a faith-filled,</p>	<p>Various times throughout year</p>	<p>Increased Engagement There has been a noticeable rise in attendance at both school and parish events, reflecting stronger connections within our school community.</p> <p>Informed Planning Through Consultation Survey data has been carefully analysed, with key themes identified. These insights are now informing our next steps to enhance learning, teaching, and family engagement.</p> <p>Shared Vision and Values Our school's vision, values, and aims are clearly aligned with the principles of the Catholic Charter, ensuring a consistent and faith-filled approach across all aspects of school life.</p>		<p>£0</p>
--	--	--------------------------------------	--	--	-----------

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2025-26

	<p>inclusive, and aspirational learning community.</p>				
<p>A nurturing and inclusive ethos that seeks to honour the life, dignity, and voice of every individual.</p>	<p>Through a process of meaningful discussion and reflection, we aim to deepen our understanding of how inclusive our school truly is. This includes examining how we honour the life, dignity, and voice of every individual in our community.</p> <p><u>To support this, we will:</u></p> <p>Review and refine our Promoting Positive Relationship policy in line with NAC policies and operating procedures to ensure alignment with Gospel Values.</p> <p>Embed a focus on ethos, dignity, respect, and inclusivity within SLT observations.</p> <p>Gather feedback from all stakeholders through a comprehensive survey.</p>	<p>Sept Cluster Meeting Cluster HTs</p> <p>Termly Cluster HTs</p> <p>Termly Cluster HTs</p> <p>Termly Cluster HTs</p>	<p>A Culture of Respect, Inclusion, and Partnership</p> <p>High-Quality Interactions Staff consistently engage in meaningful, supportive, and high-quality interactions with pupils, fostering a nurturing and respectful learning environment.</p> <p>Collaborative Partnerships All stakeholders—staff, families, parish, and wider community—work in partnership to create positive, enriching learning experiences that empower every member of our school community to reach their full potential.</p> <p>Meaningful Relationships Relationships across the school are built on mutual respect, compassion, and understanding, reflecting our commitment to the dignity of each person.</p> <p>A Welcoming Community We are dedicated to ensuring that everyone connected with our school feels warmly welcomed, valued, and included. This sense of belonging has a lasting,</p>	<p>Promotion of Positive Relationships Policy has quotes from Father Peter and currently we are gathering views of all stakeholders. The same is being done for the Anti-bullying Policy. This has quotes from the Catholic Charter within. HT participated in Cluster Moderation of Policies. Uploaded on Cluster OneDrive.</p> <p>Restorative approach embedded.</p>	<p>£0</p>

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2025-26

	Empower pupil voice groups to contribute actively to shaping our inclusive culture.		positive impact on the lives of our children. Promoting Positive Relationships Our approach to behaviour and relationships is rooted in Gospel Values and reflected in our Promoting Positive Relationships policies. These policies affirm our commitment to an inclusive, respectful, and faith-filled community.		
We are committed to supporting the ongoing professional and spiritual development of our staff, fostering a vibrant community of faith and learning that nurtures every child	<p>Faith Leadership and Professional Growth We will engage with the Good Shepherd Leadership Pathway journal to support both personal and collective reflection among colleagues within our school and across our Deanery. This will include:</p> <ul style="list-style-type: none"> Continuing our use of directed professional reading, including Covey (2012), "Perceptions of Catholic Identity", to deepen understanding of our shared mission. 	<p>All teaching staff</p> <p>Various times throughout the year</p>	<p>Improved Understanding and Commitment to Catholic Education Staff will develop a deeper understanding of what it means to teach within a Catholic community, as evidenced through reflective responses to directed readings and feedback gathered from staff surveys.</p> <p>They will demonstrate a clear commitment to Catholic Social Teaching and uphold the moral teachings, faith traditions, and sacramental life of the Catholic Church through active participation in meaningful and purposeful activities.</p> <p>Through engagement in the CHAPS Conference and the</p>	<p>In-Service Day learning and professional reading of 'Good Shepherd' resource completed by teaching staff. RCIA learning undertaken by one teacher and CREDL by another. High quality R.E. lessons evident across school.</p> <p>Father Peter shares his 'Pilgrims of Hope' Chapters with the school community.</p>	£0

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2025-26

	<ul style="list-style-type: none"> Collaborating as a Deanery to gather, recognise, and share perspectives on key features of Catholic identity within our schools. <p>Engagement with Church and Faith Community Staff will participate in meaningful activities with a range of Church and faith-based partners to strengthen our community of faith:</p> <ul style="list-style-type: none"> Cluster and school Masses Parish-based initiatives Invitations to Bishop Frank to attend Deanery events Senior Leadership Team (SLT) attendance at the CHAPS Conference SLT engagement with the Good Shepherd Leadership Pathway online journal and leadership network <p>Promoting Staff Wellbeing and Spiritual Growth</p>	<p>Various times throughout the year</p> <p>All teaching staff</p>	<p>Good Shepherd Leadership Pathway, Head Teachers will enhance their capacity as faith leaders, share best practices, and strengthen professional networks across the wider Catholic community.</p>	<p>HT attended Deanery meeting with Bishop and Cluster HTs.</p> <p>HT has attended CHAPS and fed back to Cluster and Staff.</p>	
--	---	--	--	---	--

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2025-26

	<p>We are committed to fostering a culture of health and wellbeing for all staff, with opportunities for spiritual, physical, and emotional development:</p> <ul style="list-style-type: none"> • Cluster-wide staff self-evaluation of this priority • Group wellbeing walks with guided reflection questions 				
--	--	--	--	--	--

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2025-26

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

PEF contact - HT or DHT with responsibility for the plan:		Stephanie Fisher (HT) and Sharon Gladwell (DHT)			
Carry forward:	£3,000	Total Allocation:	£14,000	Total:	£17,000

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?
Pupil Support for Learning Assistants	Targeted interventions have been implemented to raise attainment in Literacy and Numeracy, with a specific focus on narrowing the attainment gap Breakfast Club	Increased staff hours to allow dedicated time to support interventions.	April '25 – March '26	£10,000.00	Attainment Meeting Data tracking & monitoring STINT targets Pupil Voice PASS Survey Breakfast Club update	
Development of Sensory Room	To create a calm and supportive environment where targeted interventions can promote mental health, emotional regulation, and overall wellbeing for learners	Pupil and Parent Engagement in Sensory Room Design We will consult with pupils and parents to gather their views and ideas on the design and functionality of our new sensory room. This collaborative approach	April- March	£2,000.00	Pupil Voice STINT targets Feedback from stakeholders Decrease in incidents of children becoming dysregulated	

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2025-26

		<p>ensures the space meets the needs of its users and reflects the values of our school community.</p> <p>Young Leaders of Learning – Feedback and Insights Our Young Leaders of Learning have visited other establishments and provided valuable feedback on best practices and innovative approaches. Their insights will inform our planning and development, particularly in relation to inclusive learning. This space will offer targeted support and a calm, structured environment for pupils who benefit from additional emotional and sensory input. Inclusive learning environments.</p> <p><u>Introduction of New Resource: Treehouse</u> We are excited to introduce 'Treehouse' a new resource designed to support wellbeing, nurture, and</p>				
Digital Learning subscriptions	Subscription to digital platforms to support the development of knowledge and understanding of curriculum outcomes, enhance the quality of teaching and learning,	All pupils will have access to digital technology to enhance the quality of teaching and learning. All staff have been provided with login credentials for key educational platforms, including Science, Sumdog, and Seesaw	April - March	£2,000		

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2025-26

	promote equality and equity for all learners, and accommodate a diverse range of learning styles					