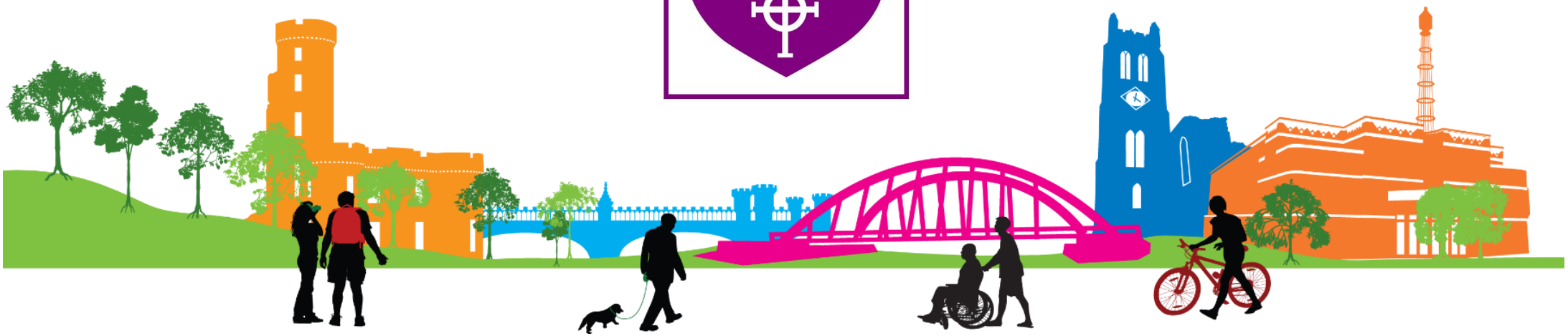
North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Service

St Palladius Primary School

Improvement Plan

2026-2027



Vision, Values and Aims

Through consultation with our learners, parents/carers and partners we share our vision, values and aims.

Our Vision

We have a nurturing and inclusive ethos at St. Palladius that ensures that all children are safe and happy. We ensure that by working together and across the community, children are engaged in activities that allow them to reach their full potential and give them the skills needed for life, learning and work.

Our Values

Compassion **A**mbition **R**espect **E**quity

At St. Palladius we aim to:

- Be caring towards others and the world around us; treating everyone with kindness and helping people in need.
- Work hard in all that we do, setting ourselves high expectations, believing that we can succeed and showing a determination to achieve.
- Be honest and trustworthy. Valuing the rights of others and treating all members of our school community with dignity and respect.
- Ensure that the needs of the individual are met, providing appropriate opportunities and support to enable all learners to reach their full potential.

At St. Palladius we CARE!

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: North Ayrshire Reads

What do you we want to specifically achieve across your school/department/EY centre?

During session 2026–27, our school will prioritise professional learning focused on the explicit, systematic teaching of phonics and the development of strong phonemic awareness. Grounded in the Science of Reading. This first year will ensure that all teachers develop a secure, shared understanding of how children learn to read, with a particular emphasis on the foundational role of phonemic awareness and phonics.

Through high-quality professional learning and collaborative practice, teachers and school staff will strengthen their ability to deliver consistent, evidence-informed phonics instruction and support children to hear, identify, and manipulate sounds as a critical precursor to reading and spelling. This focused approach will lay the essential foundations for future development across all areas of reading.

The intended outcome is to improve early reading attainment, ensuring all learners build strong decoding skills and are well-positioned for continued progress, while contributing to closing the poverty-related attainment gap through high-quality, consistent practice.

Looking Ahead: A Three-Year Journey
This work represents Year 1 of a planned three-year professional learning journey. Over time, this will expand to encompass all five pillars of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) ensuring a coherent, progressive, and research-informed approach to the teaching of reading across our setting.

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 1. School & ELC leadership 4. Curriculum and assessment	2.2 Curriculum 1.2 Leadership of Learning 2.3 Learning, teaching and assessment	Choose an item. Choose an item. Choose an item.

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

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.

Our analysis of a range of literacy data indicates that we need to strengthen our whole-school approach to teaching reading. Evidence from attainment data (see chart below) shows that some learners are not making sufficient progress in the foundational skills required for fluent, confident reading. This is seen most clearly in P2,P3, P4, and P6 data. In particular, our data highlights gaps in comprehension, especially inference in upper primaries, and vocabulary. Some children have a lack of higher tier vocabulary and they lack strategies such as reading around the unknown word to work out its meaning.

Self-evaluation activities, including classroom observations, learning conversations, planning and assessment reviews, and feedback from staff and, reinforce the need for a more consistent, research-informed approach to early and developing reading. Staff have expressed a need for sustained, high-quality professional learning to embed a shared pedagogical understanding across the school in order to raise attainment in both phonic awareness and reading skills.

Our data also highlights specific equity gaps, when comparing Quintile 1 to Quintile 2-5 children who are on track for reading:

	P1	P2	P3	P4	P5	P6	P7
% OT Quintile 1	75	80	75	25	86	75	80
% OT Quintile 2-5	100	33	50	80	75	83	100

Over recent years, as a school we have successfully built up a strong culture of reading for pleasure throughout the school. We have a well-stocked library which the children often borrow from and have sourced books for the children to take home. However, there are gaps in the children's acquisition of higher tier vocabulary. This improvement priority is therefore designed to build staff capacity in the The Art and Science of Teaching Reading, strengthen the explicit teaching of phonics, and ensure consistent approaches built around the Five Pillars of Reading. Alongside this, we aim to develop a rich reading culture that promotes reading for enjoyment for all children. The school will allocate a portion of its PEF budget to purchase Nessie and will continue to use Toe by Toe, ensuring targeted support for learners who require additional help with literacy and wider inclusion. This investment will enhance our capacity to provide accessible, personalised interventions, enabling struggling learners to engage more effectively with the curriculum and make sustained progress.

Data:

June 2025 P1,4,7 combined 69% OT for reading – 24chn

June 2026 P1,4,7 combined XXXX OT for reading XXX chn

Gaps in phonics tracker – this has been addressed by new phonics programme developed from Scottish Attainment Challenge (EAC) which we have been implementing for a year and are seeing excellent progress, especially in P1.

June 2026 Reading P1-80%, P4 – 56%, P7 – 85%

READING	2022-23 June 2023 % on track/exceeding	2023-24 June 2024 % on track/exceeding	2024-25 June 2025 % on track/exceeding	2025-26 October 2026 % on track/exceeding	2025-26 June 2026 % on track/exceeding
P1	56	54	44	86	80
P2	86	45	50	27	55
P3*	92	87.5	44	44	62.5
P4	90	71	80	44	56
P5	74	88	83	91	80
P6	50	65	83	86	71
P7		91	71	83	85

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 £*
• Through staff CPD and CLPL, learners will develop stronger foundational reading skills, particularly in phonemic awareness, phonics, fluency, vocabulary, and comprehension: (Year 1: phonemic awareness, & phonics, Year 2: phonics & fluency, Year 3: vocabulary and comprehension)	Staff at all levels will engage with North Ayrshire Reads professional learning. • Use the Five Pillars of Reading to structure teaching, assessment, and planning.	Year 1 • HT: Establish baseline data and aim (ORF, ACEL, GL). In May P2s – DfE Phonics Screening Check • Whole-staff and NAR Team: engage with PL programme and in-school support.	Data gathered by ILT Education		£1500
Planning, moderation and assessment: Progress in reading and spelling will accelerate for identified groups, helping close equity gaps.	Use coaching support for modelling, co-planning, and reflective practice. Staff will engage in moderation activities with two cluster schools to ensure consistent planning, delivery, assessment and a deeper understanding of achievement of a level.		Increase in percentage of learners achieving reading levels at appropriate age and stage (Teacher judgement and tracking - ACEL data) Data for targeted groups (SIMD, ASN, care-experienced). • Improved SNSA / GL assessment scores.		

			• Improved accelerated reader scores • Fewer pupils requiring interventions. • Staff feedback from moderation activities. • Planning, evaluations and assessment activities • Attainment levels discussed and recorded at tracking meetings.		
Reading for enjoyment: Learners will benefit from increased opportunities to read for enjoyment, fostering motivation and positive reading attitudes.	Identify a Reading Champion who will lead on promoting high-quality reading practices, supporting staff to embed evidence-based approaches. • Strengthen reading for enjoyment through high-quality texts and family engagement.		Higher engagement in reading for enjoyment (surveys/learner voice/ parental voice). Pupil survey in June showed: XXX% of children read more than 3 times a week at home. XXX% of children read for pleasure at home.		
Phonics and spelling: All learners will experience explicit and systematic teaching of phonics through a universal approach to instruction of the alphabetic code. Learners will experience more consistent, high-quality explicit, systematic phonics instruction across the whole school.	Focus on phonemic awareness and explicit teaching of phonics implementation. Implement a consistent phonics and early reading approach aligned with the Science of Reading from Early Years through P7.		Improved phonics and decoding accuracy (DfE Phonics Screening Check) More consistent practice across classes (observations).		

Learners requiring targeted support will access more effective, evidence-based interventions to support them to bridge the gaps in their knowledge.	Introduce/refine targeted literacy interventions based on diagnostic assessment.				
The children will be more creative in their ideas. Writing tracking will show an accelerated improvement in writing, including improved: • Sentence structure • Development of ideas • Creativity / originality • Structure/format of texts	A teacher to attend T4W conference and to feedback strategies to staff Collegiate meeting to support planning and resourcing for T4W strategies. Support in planning the 3 stages: immersion, imitation and invention. Staff training on a range of talk strategies to develop writing language, including drama. To support staff's skills to develop creative writing ideas through drama and practical activities P1-7 will use T4W strategies to teach writing. Assessment / moderation	Term 1 Termly meetings and Curriculum development time Termly peer observations August, January, May. Term 1 onwards	Peer observations and support. Jotter audits to identify improvements in writing – quality and length of writing as well as grammatical structures. Pupil voice before and after T4W strategies used. Planning time and in-school moderation feedback from staff will show an improved understanding and confidence in T4W strategies. Teacher confidence improved in attainment judgements and next steps. Children will be able to produce higher quality writing. Teaching and Assessment focus on the improvement in:		**£200**

	Class displays will show the current text being used.		• Sentence structure • Development of ideas • Creativity / originality • Structure/format of texts Examples of children's writing process (working wall) will be in each class. Examples of high quality writing will be shared with other classes.		

PRIORITY 2: Supporting needs, wellbeing, equality and inclusion

Strategic Objective: HWB

What do you we want to specifically achieve across your school/department/EY centre?

- Consistency around emotional literacy across the school.
- Children's health and well-being and their motivational levels will improve.
- Improved attendance across the school, specifically for those below 90% attendance in 2025-26
- Developing a consistent approach to relationships and behaviour across the school

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 Choose an item.	2. Teaching and practitioner professionalism 5. School & ELC improvement Choose an item.	3.1 Ensuring wellbeing, equality and inclusion 1.5 Management of resources to promote equity 1.1 Self-evaluation for self-improvement	Choose an item. Choose an item. Choose an item.

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.

Parental feedback about Health and Wellbeing at St Palladius showed:

	…which means
64% of children felt positively about themselves	36% of children do not feel positively about themselves
75% of children felt that they had opportunities to be active	25% of children do not feel that they had opportunities to be active
61% of children are encouraged to be healthy	39% of children do not feel encouraged to be healthy
68% of children are developing in confidence	32% of children are not developing in confidence
72% of children have a positive attitude towards learning	28% of children do not have a positive attitude towards learning

Parental feedback tells us that we need to:

- Put strategies and activities in place to help children to feel positive about themselves
- improve children's opportunities to be active
- encourage children to be healthy (parents did acknowledge we encouraged water and healthy snacks as well as PE lessons and the opportunity for sports clubs and dance ASC)
- develop children's confidence
- support children to have a positive attitude towards learning.

"Outdoor learning provides profound, scientifically-backed mental health benefits. Regular exposure to nature lowers stress hormones like cortisol, reduces anxiety, and enhances emotional regulation. It also boosts self-esteem and focus by offering a break from traditional, screen-heavy environments, fostering a more resilient and happier mind." (Learning Through Landscapes)

PASS data was generally very positive with many children scoring highly in all areas. Key highlights to address are:

- Pupils who attend pupil support featured in the lower percentiles for perceived learner capability.
- P5 and P6 have low self-perception as learners, perceived capability and confidence.
-

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 £*
Children are able to explore ways to address their needs and well-being and support the needs and well-being of others	By using Tree of Knowledge, children will explore ways to address their needs and the neds of others.	T1 onwards	The Glasgow Motivation & Wellbeing Profile (GMWP) termly. From this, teachers will identify areas to work on to improve children's health and wellbeing and motivation and analyse progress. https://blogs.glowscotland.org.uk/glowblogs/gmwp/ We will know that there is an improvement by comparing baseline GMWP data with mid-year and end of year GMWP data.		
Children are able to identify and name emotions and investigate ways to help themselves regulate (including co-regulation, self-regulation, safe spaces)	Through Zones of Regulation and Tree of Knowledge, children will be able to identify and name their emotions.	T1 onwards			
Overall improve attendance across the school, targeting those who have attendance less than 90% last academic year	YLL to work with St Bridget's YLL to: - Explore reasons for absences - Explore impact of absences on pupils' wellbeing, motivation and peer relationships - Share YLL work with school at assembly and gather Pupil	Termly meetings with St Bridget's YLL			

	voice around attendance. - Create a survey for pupils to gather baseline data - Analyse responses from survey and identify ways to reduce absences - Put these identified actions into place - Track attendance rates - YLL to speak to whole school about the impact of absences on wellbeing - Termly meeting with YLL at St Bridget's to review actions and impact - School to track attendance using new tracker and to record reasons for absence in order to find trends - HT to follow NAC policy around attendance: phone calls, letters and meetings when				

	children's absence drops below 90%.				
• Most children will increase their wellbeing scale on the GWMP scale by developing their problem solving and team building skills through increased and regular outdoor learning. • Children will have improved self-perception as a learner, perceived capability and confidence.	Staff meeting for staff to explore Outdoor Learning opportunities. Staff to have a weekly outdoor learning sessions. Staff to observe children's learning and engagement levels. Pupil survey termly to reflect on their outdoor learning opportunities on their wellbeing.	Staff CPD termly (staff meeting and professional reading around OL opportunities)	Baseline GMWP scale. PASS data Teacher observations. Pupil voice survey termly. Leuven Scale improved for children. GMWP reviewed. Staff planners show an increase in OL opportunities in all classes.		
• Increased OL opportunities in the community to: - Develop staff ability to lead OL opportunities - Improve children's MH&W	Staff will engage in the following activities to develop their OL CPD: - Lochshore - RSPB - Tim Dreyer CPD - Use of STEM glow tile and previous CPD learning to develop OL planning opportunities - Active Schools CPD	From T1 onwards Class teachers to arrange trips to Lochshore and RSPB SLT to arrange CPD Staff to use STEM Glow tile and	Trips will be arranged Staff plan a range of OL activities Pupil feedback is positive about OL activities Improved data from GMWP In and out of class, the children are demonstrating improved perseverance and team work Improved Leuven Scale results in classes		£1600 (coaches - 2 trips per class)

		previous OL CPD. P1/2 to use OL activity pack.			
• Relationships and behaviour					
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.	**T1 Onwards NW**	Greater staff confidence and consistency in approach as measured. 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, wellbeing data and GMWP Data.		

Increase staff confidence in responding to children's behaviour.	Develop shared language and expectations across staff. Using BPR training materials. Facilitate CPD Opportunities open to all staff (Building Positive Relationships Training, Nest Training, Circle, Educational Psychologist inputs) Create an 'Escalation Pathway' outlining the roles of staff in managing behaviours.	**T1 Onwards**	Improved relationships between staff and pupils as measured by a reduction in escalations to SMT, classroom and playground observations shows consistency across different environments, prompt debrief meetings after escalations, opportunities for reflection. Staff recognising their own behaviours and supporting each other when another member of staff may need support. Implementation of the Escalation Pathway to ensure consistency.		

PRIORITY 3: Building a self-improving service

Strategic Objective:
What do you we want to specifically achieve across your school/department/EY centre?

- To develop staff's professional learning through NAR and T4W to improve pupil outcomes.
- To reflect on training from NEST, embedding this to support our neurodiverse pupils.

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 4. Improvement in children and young people's health and wellbeing	2. Teaching and practitioner professionalism 5. School & ELC improvement 6. Performance information	1.1 Self-evaluation for self-improvement 1.3 Leadership of change 2.4 Personalised support	Choose an item. Choose an item. Choose an item.

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.

2025-26 self-evaluation showed that the

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 £*
Professional learning, reflection and support Improvement in consistency and delivery of reading across the school. Raised attainment in reading across the school.	See plan for NAR programme	2026-27	See NAR plan – Priority 1		
	-				

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

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

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

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