



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Service

St. Peter's Primary and EYC

Improvement Plan

2026-2027



Vision, Values and Aims

Faith

Safe

Resilient

Inclusive

Kind

St. Peter's is a safe, loving and ambitious place of learning.

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:

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

During session 2026–27, our Early Years Centre / 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 Early Years Practitioners / 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, EYPs / 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 <i>Please select the relevant NIF priority</i>	NIF Drivers of Improvement <i>Please select up to three NIF drivers</i>	How Good Is Our School 4 <i>Please select up to three quality indicators for this priority</i>	Quality Improvement Framework for ELC settings <i>Please select up to three quality indicators for this priority</i>
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	1.2 Staff skills, knowledge, values and deployment 3.3 Learning, teaching and assessment 3.2 Curriculum

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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 (62%) shows that some learners are not making sufficient progress in the foundational skills required for fluent, confident reading. In particular, our data highlights gaps within reading, which are impacting pupils' ability to access the wider curriculum.

This rationale also applies to Early Years as we wish a sustainable approach. Analysis of early literacy developmental data, observations, and tracking indicates that some children require more consistent support in the early building blocks of reading, including oral language development, phonological awareness, early print knowledge, and emergent reading behaviours. Strengthening early, developmentally appropriate practice is essential to ensure a strong foundation before children transition into formal reading instruction.

Self-evaluation activities, including classroom observations, learning walks and feedback from staff, pupils, and families, reinforce the need for a more consistent, research-informed approach to early and developing reading. Staff have identified variability in practice, confidence, and resources, and have expressed a need for sustained, high-quality professional learning to embed a shared pedagogical understanding across the school.

Our data also highlights specific equity gaps, with SIMD quintiles, care-experienced pupils, learners with additional support needs, disproportionately represented in the lowest levels of attainment. Barriers include inconsistent early literacy foundations, gaps from disrupted learning, limited access to high-quality texts at home, language development needs. Addressing these gaps aligns with our commitment to ensuring all learners experience a progressive, coherent, and evidence-informed reading curriculum.

This improvement priority is therefore designed to build staff capacity in the Science of 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.

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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)
<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>
All learners will develop stronger foundational reading skills, particularly in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Data will improve from 62% overall and be in line with the local average.	- All staff will engage with North Ayrshire Reads professional learning. - Use the Five Pillars of Reading to structure teaching, assessment, and planning.	Year 1 - HT: Aug/Sep 2026 - Establish baseline data and aim (NARs Assessments, ORF, ACEL, GL). In May 2025 P2s – DfE Phonics Screening Check - Whole-staff and NAR Team: engage with PL programme and in-school support. Aug 26 – Jun 27	Increase in percentage of learners achieving reading levels at appropriate age and stage (Teacher judgement and tracking - ACEL data) in line with local average by June 2027. Stretch aim 5%		
Learning walks and class observations will demonstrate that all learners will experience more consistent, high-quality explicit, systematic phonics instruction across the whole school.	- All learners will experience explicit and systematic teaching of phonics through a universal approach to instruction of the alphabetic code. - Focus on phonemic awareness and explicit teaching of phonics implementation. - Implement a consistent phonics and early	Termly Learning Walks.	Improved phonics and decoding accuracy (DfE Phonics Screening Check) More consistent practice across classes (observations). Improved SNSA / GL assessment scores. Improved accelerated reader scores		

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	reading approach aligned with the Science of Reading from P1 to P7. Use coaching support for modelling, co-planning, and reflective practice.				
All learners will benefit from increased opportunities to read for enjoyment, fostering motivation and positive reading attitudes. All classes will spend time in the school library each week to support this. Focus groups across the session will demonstrate this.	- Strengthen reading for enjoyment through high-quality texts and family engagement. - TST to be the Reading Champion who will lead on promoting high-quality reading practices, supporting staff to embed evidence-based approaches.		Higher engagement in reading for enjoyment (surveys/learner voice/parental voice). TST to undertake baseline survey in term 1 on Reading for Enjoyment and again in term 4.		
An increase in attainment data within literacy for learners who are CE, ASN and reside within SIMD 1 & 2.	Introduce/refine targeted literacy interventions based on diagnostic assessment.		Fewer pupils requiring interventions Data for targeted groups (SIMD, ASN, care-experienced).		

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School/EYC Improvement Plan 2026-27

PRIORITY 1A: Improving learning outcomes for all

Strategic Objective:

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

Over the next year, our Early Years setting will develop and embed a consistent, high-quality approach to phonological awareness as the essential foundation for early reading.

We will ensure that all practitioners have a clear understanding of how children develop awareness of sounds in spoken language and can apply evidence-informed approaches in practice. Through targeted professional learning and consistent pedagogy, we will explicitly teach and model key phonological awareness skills including listening, attention, rhyme, alliteration, syllables, and oral blending and segmenting.

Our aim is that all children develop strong early language and sound awareness skills, enabling them to be fully prepared for the next stage of early reading and phonics. This will support improved outcomes and help reduce the poverty-related attainment gap from the earliest stage.

Select the KEY drivers for this improvement priority

National Improvement Framework <i>Please select the relevant NIF priority</i>	NIF Drivers of Improvement <i>Please select up to three NIF drivers</i>	How Good Is Our School 4 <i>Please select up to three quality indicators for this priority</i>	Quality Improvement Framework for ELC settings <i>Please select up to three quality indicators for this priority</i>
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	1.2 Staff skills, knowledge, values and deployment 3.3 Learning, teaching and assessment 3.2 Curriculum

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 full-establishment approach to teaching reading. Evidence from literacy attainment shows that some learners are not making sufficient progress in the foundational skills required for fluent, confident reading. In particular, our data highlights gaps in phonological awareness which are impacting children's ability to access the wider curriculum and develop early reading skills. This rationale also applies to Early Years, where analysis of early literacy developmental data, observations, and tracking indicates that some children require more consistent support in the early building blocks of reading, including oral language development, phonological awareness, early print knowledge, and emergent reading behaviours. Strengthening early, developmentally appropriate practice is essential to ensure a secure foundation before children transition into formal reading instruction.

Self-evaluation activities, including floorbooks, observations, practitioner discussions, and learning conversations, further highlight inconsistency in the explicit and systematic teaching of phonological awareness across the setting. There is a need to develop a shared understanding of progression, increase the frequency and quality of adult-led experiences, and build practitioner confidence in modelling and teaching these key skills. In addition, our data highlights specific equity gaps, with children affected by poverty, those with emerging language needs, and those requiring additional support disproportionately represented in the lowest levels of early literacy development. Barriers include gaps in early language acquisition, limited exposure to high-quality language and texts, and inconsistent early literacy experiences. Addressing these gaps is central to our commitment to equity and excellence and ensuring all learners experience a coherent, progressive and evidence-informed early reading curriculum.

This improvement priority is aligned with the North Ayrshire Reads strategy, a local authority approach which has recently been launched and in which our setting is actively participating. This initiative promotes a consistent, research-informed approach to early reading, grounded in the Science of Reading, and emphasises the importance of strong early foundations in phonological awareness. As part of this, we will work collaboratively with the local authority to build staff capacity, implement agreed pedagogical approaches, and ensure consistency of practice across Early Years and beyond.

This improvement priority will therefore focus specifically on strengthening phonological awareness within Early Years as the critical first step in a structured reading journey. Through this targeted focus, we aim to build practitioner expertise, improve consistency of teaching, and ensure all children develop the essential skills required to become successful readers.

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PRIORITY 1A: 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>
- Learners will experience more consistent high-quality, teacher-led phonological awareness instruction - Children will demonstrate improved listening and attention skills - All children will experience consistent, high-quality adult-led phonological awareness sessions - Children in the 3-5 room will be able to identify and manipulate sounds in spoken language (e.g. clapping syllables, identifying initial sounds) - Children in the 3-5 room will develop awareness of rhyme, rhythm and alliteration - Children in the 2-3 room will experience a Communication-Rich Environment with a focus on pre-phonological skills.	- Implement the North Ayrshire Reads Early Years phonological programme, ensuring a clear, shared understanding across the setting - Deliver daily, short, adult-led phonological awareness sessions focusing on listening, word aware, rhyme, alliteration and syllables - Provide high-quality professional learning for all practitioners to build knowledge, confidence and consistency in teaching phonological awareness - Use modelling, coaching and peer support to develop strong, consistent practice across staff - Embed phonological awareness opportunities	Term 1 – NAC training re. NARs. Term 1&2 – Weekly support from EEL. Staff collegiate meetings as per calendar. Termly observations. Updates shared with families via Learning Journals. Parent Workshop 25th Sep 2026.	Increase in percentage of learners achieving reading levels at appropriate age and stage (Practitioner judgement and tracking – ACEL data) In increase of 5%. Improved phonological awareness accuracy. Higher engagement in reading for enjoyment (learner voice/ parental voice). Consistent practice in both playrooms (observations). Data for targeted groups (SIMD, ASN, care-experienced). Increased progress and achievement illustrated in trackers.		

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Children in the 2-3 room will increase early communication skills by accessing a Total Communication Approach through words, gestures, visuals and quality interactions.	throughout play-based learning (indoors and outdoors) using songs, rhymes, stories and language-rich interactions - Use ongoing observation and assessment to inform next steps and provide targeted support - Engage families by sharing simple, practical experiences to support phonological awareness at home. Parent workshops will also be held throughout the year. - Use high-quality adult-child interactions, modelling language and extending vocabulary. - Implementation of Hanen Approach in practice. Consistent use of Total Communication Approach.				
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School/EYC Improvement Plan 2026-27

PRIORITY 2: Supporting needs, wellbeing, equality and inclusion

Strategic Objective:

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

St. Peter's will develop and embed New Authority as a universal, whole school approach informed by the principles of Building Positive Relationships (BPR). This programme forms an important aspect of North Ayrshire's Relationships and Behaviour policy 2026. This priority will support a consistent, relational response to behaviour across our school, with a focus on strengthening adult presence, reducing escalation, and promoting repair and connection.

Select the KEY drivers for this improvement priority

<u>National Improvement Framework</u> <i>Please select the relevant NIF priority</i>	<u>NIF Drivers of Improvement</u> <i>Please select up to three NIF drivers</i>	<u>How Good Is Our School 4</u> <i>Please select up to three quality indicators for this priority</i>	<u>Quality Improvement Framework for ELC settings</u> <i>Please select up to three quality indicators for this priority</i>
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. Parent/carer involvement and engagement	3.1 Ensuring wellbeing, equality and inclusion 2.7 Partnerships 2.5 Family learning	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.

This priority has been identified to ensure that our staff team 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 our team to respond consistently and collaboratively, ensuring that relationships and behaviour are understood within our context and relationships remain central to all interactions. This is particularly important in creating a safe, predictable and supportive environment for all learners. This approach will reduce the number of incidents recorded on ASSURE, incidences of violence and aggression and the number of exclusions.

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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>
All learners will experience a consistent relational approach from all staff across the school.	Professional learning opportunities on BPR and the principles of New Authority through shared collegiates with EY.	Mrs Shedden August 2026- June 2027 September In-service (pm).	Pre/post staff baseline will show improvement in relational approaches.		
- All pupils will feel St. Peter's is a safe place for them to learn. - PASS results will be more positive for at least 6 learners.	- Through analysis of return to school questionnaire and PASS survey in Sept and March, staff will identify and support targeted children. - GIRFEC survey based on SHANARRI undertaken for all pupils twice annually – term 1 & term 4 - On the first Wednesday of each month, we will have 'wellbeing indicator of the month'. This will be shared on the first Wednesday of each month at assembly. Display will	All class teachers. PASS Survey in Sep. 26 & Mar. 27. SLT analyse results & respond appropriately. SLT	Individual pupils will voice in a focus group how targeted support has improved their experience of school. Positive responses will have increased by June 2027. Learning Circles will take place at each assembly to gather pupil voice on each WI.		

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	be created for each WI and built on across the year.				
Learners will have access to a wider range of strategies facilitated by staff to support their behaviour.	- Staff will demonstrate and model a variety of strategies and resources which learners can use to manage their behaviour. - Through explicit teaching every child will learn to recognise, understand, and respect the diverse needs of others.	Mrs Shedden/All staff Term 1 All staff	Staff survey pre/post training Term 1 & 4. STINT evaluations will evidence less dysregulated behaviour. TAC Action Plans. Significant events recorded on pastoral notes will reduce.		
Attendance	- Attendance policy to be reviewed and updated. - SLT and TST monitor pupils whose attendance falls below 90%. - SLT will identify families in need and liaise with other agencies to support.	Mrs McLaren – Term 1. SLT – NA tracker monthly. SLT	Whole school attendance % will increase by 1%. Individual pupils whose attendance is below 90% will improve by 5% this session, 2026-27.		
Anti-bullying policy will be updated by our Young Leaders of Learning (YLLs), Pupil Council and Parent Council.	- PT will meet YLLs & Pupil Council Term 1. - PT will create a draft policy. - HT will meet with parent council in Term 2 and share draft policy.	HT – Term 2 (Nov.) PT - Term 1 (Sep.)	Parental feedback Pupil Voice Analysis of bullying log in May 2027 comparison to May 2026.		

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	Launch updated policy in November.				
Families will be invited to participate in the 10 week intervention BPR Family Group to build a sustainable, consistent approach.	- Targeted Support Teacher will participate in the NAC three day training. - BRP Family group will be delivered by the TST twice annually,	TST training Sept/Oct 2026 Block 1 October 2026 Block 2 March 2026	Confidence questionnaire pre and post.		

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PRIORITY 2A: 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>
All learners will experience a consistent relational approach from all staff across the school.	Professional learning opportunities on BPR and the principles of New Authority through shared collegiates with EY.	Mrs Shedden August 2026- June 2027 September In-service (pm)	Pre/post staff baseline will show improvement in relational approaches. Sept 2026 & May 2027 (Analysis June 2027)		
All pupils will feel St. Peter's Early Years is a safe place for them to play and learn. Children's voice and observations will demonstrate that they have formed strong, secure attachments and feel happy, valued and emotionally secure within the setting.	- Observations of sample group children – Leuven Scale of Well-being. - Children's voice survey. - Family questionnaire focusing upon relationships and settling in period.	Gillian September 2026, March 2027 Fran – September 2026, March 2027 Gillian September 2026 Keyworkers - September 2026, January 2027, June 2027	- Leuven Scale/Children's voice survey data will show a measurable increase in children's emotional well-being, with more children achieving optimum levels of well-being and engagement. - Family feedback will demonstrate almost all families are confident and feel strong relationships are evident.		

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Children will develop a greater understanding of the SHANARRI indicators and the Rights of the Child, enabling them to recognise how they support their health, well-being and sense of belonging.	- SHANARRI indicator of the month focus. - Creation of display and SHANARRI floorbook. - Rights Respecting Bear and Rights Respecting Rangers Leadership group. - Mindful Minty/Tilly home link opportunity.	EY team August 2026- June 2027 Sample focus group – Dec. 2026 & Jun. 2027.	- Documentation of learning in floorbook and Learning Journals. - Display created to demonstrate SHANARRI indicators. - Learning Journal observations.		
Families will be invited to participate in the 10 week intervention (BRP) Family Group to build a sustainable, consistent approach.	- TST will participate in the NAC 3 day training. - BRP Family Group delivered twice annually.	TST training Sept/Oct 2026 Block 1 October 2026 Block 2 March 2026	Confidence questionnaire pre and post.		

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School/EYC Improvement Plan 2026-27

PRIORITY 3: Building a self-improving service

Strategic Objective:

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

To raise learner attainment and close our poverty-related attainment gap by embedding evidence-based high-quality teaching and real-time data tracking, an increase of 5% of all learners will achieve expected regional standards by June 2027.

Select the KEY drivers for this improvement priority

<u>National Improvement Framework</u> <i>Please select the relevant NIF priority</i>	<u>NIF Drivers of Improvement</u> <i>Please select up to three NIF drivers</i>	<u>How Good Is Our School 4</u> <i>Please select up to three quality indicators for this priority</i>	<u>Quality Improvement Framework for ELC settings</u> <i>Please select up to three quality indicators for this priority</i>
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 Choose an item.	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement Choose an item.	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.

Raise attainment for all learners through high-quality learning teaching and assessment with a clear focus on pace, challenge and learner engagement.

PRIORITY 3: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
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<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>
• Increase attainment by ensuring all learning experiences are ambitious, inspiring and responsive to learners needs. • In almost all classes innovative teaching resources and approaches will be evident. • Deliver excellence and equity through effective pedagogy and high expectations.	• Peer observations with staff-chosen 'critical friend'. • Staff feedback with high-level messages including areas for improvement. • Staff plan for CLPL in pedagogical approaches will support high-quality teaching and learning. • QA calendar details SLT class observations across the session. • Class teachers will look outwards by visiting other establishments in our LA to observe good practice. Time from 35hrs CLPL will enable staff to undertake observations.	Teaching staff 2026-27 Dates chosen by staff as part of CLPL Dates tbc from PLA SLT 2026-27 Tbc following staff meeting	Increased attainment Staff personal CLPL/GTCS Records PRD conversations Class teachers will improve in confidence by seeing other practitioners – bringing back good practice and reflecting on own practice to make improvements. SLT feedback from observations will evidence improvements in high-quality learning and teaching. High-level messages will be shared and compared from session 2025-26.		
• All learners will set individual targets.	• P4-7 will utilise 'My World of Work' platform. • P1-3 target setting will be implemented following agreement with staff during Term 2	Class teachers 2026-27 Pilot P1-3 target setting in term 3	All learners will share targets with families during Learning Café.		

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Improved attainment data across targeted stages to be in line with LA averages.	- Pupils will be identified as 'stretch aims' to be on-track by June 2027 for L&T, R, W and N at tracking and monitoring meetings. - Moderation of the achievement of a level in numeracy. Term 4.	Class teachers – termly attainment meetings Moderation lead (CT) Class teachers – termly	Cohort data will demonstrate an increase in attainment by June 2027. Whole school data 2026-27 will be tracked and compared to previous years. An increase in class teacher confidence when determining the achievement of a level will be evident.		
Increased learner progress over time.	Track all individual pupils on their journey through the stages. This includes children living in SIMD 1&2.	SLT 2026-27	All learners will make progress.		
Appropriate pace and challenge evident across all classes.	- CLPL input on pace and challenge delivered by the PLA. Date and time tbc. - Planning will reflect pace and challenge. - Class teachers will develop a consistency guide to support this area.	Class Teachers PLA	Forward Plans will demonstrate the planning of pace and challenge. Pupil focus groups/class observations will evidence pace and challenge.		
Improved learner engagement.	- Development of upper school room resource will support bespoke timetables. - SLT will facilitate pupil voice opportunities for each HGIOuRS Theme	SLT/PSA Term 1	Pupil voice. SLT will collate pupil responses and share outcomes. Pupil committees will develop an action plan.		

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	across the academic session. SLT will support YLLs to conduct Learning Walks/Focus Groups to gauge learners' feelings about New Authority.	Term 2			
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PRIORITY 3A: Building a self-improving service

Strategic Objective:

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

To develop a confident, skilled and reflective staff team who effectively implement new tracking and planning approaches to inform high-quality daily practice, engage in ongoing professional learning, and take on leadership roles that drive continuous improvement and enhance outcomes for all children.

Select the KEY drivers for this improvement priority

<u>National Improvement Framework</u> <i>Please select the relevant NIF priority</i>	<u>NIF Drivers of Improvement</u> <i>Please select up to three NIF drivers</i>	<u>How Good Is Our School 4</u> <i>Please select up to three quality indicators for this priority</i>	<u>Quality Improvement Framework for ELC settings</u> <i>Please select up to three quality indicators for this priority</i>
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 5. School & ELC improvement 6. Performance information	Choose an item. Choose an item. Choose an item.	1.2 Staff skills, knowledge, values and deployment 1.3 Leadership of continuous improvement 3.1 Play, learning and developing

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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.

This academic year will see the introduction of new 2–3 tracker documentation, a Complex Needs Tracker, and revised planning approaches across both the 2–3 and 3–5 rooms. Combined with targeted professional learning opportunities linked to Priority 1 and Priority 2 to ensure practitioners develop the knowledge, confidence and consistency required to embed these approaches effectively in daily practice.

PRIORITY 3A: 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>
Learners in the 2-3 room will experience improved experiences and outcomes as the introduction of the NAC tracker will support this.	- Practitioners will implement and use the tracker to plan for individual learners. - Practitioners will utilise the trackers to plan experiences, spaces and interactions.	Gillian and 2-3 team August 26 - December 26	Staff pre/post questionnaire September/December		
Individual learners will experience tailored, developmentally appropriate experiences and planning to meet their needs with the use of the appropriate trackers.	Practitioners will have the skills and confidence to identify appropriate trackers for individual learners.	Gillian All EY team August 2026/June 2027	Early Years Practitioner confidence will increase in tracking progress. This will be evident during tracking and monitoring meetings and will influence ACEL data positively.		

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School/EYC Improvement Plan 2026-27

	Quality assurance monitoring will evidence appropriate use of trackers.				
Learners will experience high-quality learning experiences through intentional planning approaches.	- Co-planning and Peer planning opportunities. - Implementation of planning.	SEYP: 3-5 room Jemma: 2-3 room	Feedback from observations will evidence improvement in high quality learning experiences.		
Embed the use of the Learning Journals platform to document progress and achievement of all learners.	- Moderation session. - Embed consistency guide to ensure equity for all learners.	All EY team August 2026/June 2027	SLT feedback regarding quality and quantity of Learning Journal entries. Tracking of Learning Journal entries to monitor equity.		

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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:		Susanne Dunne			
Carry forward:	£4515	Total Allocation:	£44,100	Total:	£48,615

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?
Literacy and numeracy attainment	Additional support	Employ additional PSA	HT – 2026-2027	£45,401	Targeted pupils' attainment will increase – evident in ACEL data in June 2027 in comparison to June 2026	