



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Service
Whitehirst Park Primary
Bun-Sgoil Pàirc Whitehirst
Improvement Plan
2026-2027



Vision, Values and Aims



Whitehirst Park Primary School / Bun Sgoil Pàirc Whitehirst

Vision, Values & Aims

Our Vision

At Whitehirst Park Primary, we are a nurturing, inclusive, and ambitious community where every child is valued, respected, and empowered to reach their potential. Together with families and partners, we foster lifelong learning, wellbeing, and a sense of belonging, preparing our children to thrive in a changing world. Our vision embraces Scotland's rich cultural heritage. We include and celebrate all cultures and languages, with Gaelic as a living part of our school's identity.

Our Values

We live and learn by these five core values:

Kindness – We show care, compassion, and understanding to ourselves and others.

Còimhneas – Bidh sinn a' sealltainn cùram, co-fhaireachdainn agus tuigse dhuinn fhin agus ri chèile.

Honesty – We act with integrity and truthfulness in all we do.

Onarach – Bidh sinn onarach agus dìleas anns a h-uile rud a nì sinn.

Respect – We value everyone's rights, differences, feelings, and property, and treat each other with dignity.

Urram – Bidh sinn a' toirt luach air còirichean, diofaran, fàireachdainnean agus seilbh a h-uile duine, agus a' sealltainn urram ri chèile.

Responsibility – We take ownership of our actions and decisions, and consider our impact on our school, community, and the wider world.

Dleasan – Bidh sinn a' gabhail uallach airson ar gnìomhan agus ar co-dhùinidhean, agus a' smaointeachadh air ar buaidh air an sgoil, a' choimhearsnachd agus an t-saoghal.

Fairness – We strive to meet individual needs while ensuring equity and justice for all.

Cothromachd – Bidh sinn a' gabhail a-steach feumalachdan gach neach fhada 's a tha sinn a' dèanamh cinnteach gu bheil cothrom agus ceartas aig a h-uile duine.

Our Aims

- To create a safe, happy, and nurturing environment where everyone feels a sense of belonging.
- To promote wellbeing and positive mental health for all.
- To provide high-quality, engaging learning experiences that inspire curiosity, creativity, and a love of learning.
- To encourage kindness, respect, and fairness in all relationships and interactions.
- To support every child to develop resilience, confidence, and independence.
- To celebrate diversity and ensure everyone is included and valued.
- To work in partnership with families and the wider community to support children's learning and development.
- To empower children to take responsibility for themselves, others, and the environment.
- To foster ambition and support every child to achieve their potential.

Whitehirst Park Primary Bun-sgoil Pàirc Whitehirst



Together, we learn, we grow, we shine
Còmhla bidh sinn ag ionnsachadh,
a' fàs agus a' deàrrsadh

CHLOE MCKAY, P6/7

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:

Ensure our staff are skilled in delivering consistent, high quality learning and teaching approaches through an engaging curriculum relevant our own unique context.

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 3. Improvement in skills and sustained, positive school-leaver destinations	1. School & ELC leadership 2. Teaching and practitioner professionalism 4. Curriculum and assessment	1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment	Choose an item. Choose an item. Choose an item.

Rationale for Change

1a Curriculum Improvement Cycle:

In session 2026-27, it is particularly critical that as a school we are up to date with and engage with evolving national curriculum reforms (including developments to the technical framework and planning models). Time will be required for professional learning, moderation and collaborative curriculum design at school level. In May 2026 staff evaluation showed the need for further understanding of timelines, transitions and the language of the new curriculum in time for the 'Sharing and Adopting' phase in August 2027.

1b Assessment:

Quality Assurance activities including peer learning visits, our trio visit and leadership class observations consistently reveal that learners are not always clear about how they are to be successful in their learning. There is a need to further develop pedagogical approaches to support learning and consistency in all classes, for example effective questioning, use of AiFL strategies and high quality feedback. Robust assessment processes need to be a key feature at the planning stage to ensure that learning and teaching is matched to the needs of each learner, particularly those who require challenge or support. Pupil and parent surveys have also highlighted the need for all stakeholders to fully understand what progress looks like and the role of assessment in this.

1c STEM:

Staff engaged in initial Deep Learning professional learning during session 2025-2026 and demonstrated increased understanding of the 6Cs and interdisciplinary learning approaches. Self-evaluation activities identified the need to further embed these approaches consistently across the curriculum in order to increase learner motivation, engagement, independence and opportunities for deeper learning. Participation in SSERC professional learning and cluster collaboration will support staff to further develop enquiry-based learning, interdisciplinary practice and leadership at all levels.

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

PRIORITY 1a: Action Plan – Curriculum Improvement Cycle

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 experience a coherent, progressive and relevant curriculum which supports improved attainment, achievement and wellbeing. Learners can articulate their learning and understand how skills and knowledge develop across the curriculum.	- Collegiate activity Staff read and discuss the Curriculum Improvement Cycle (CIC) Explainer for Teachers and Practitioners. - Ensure all staff have signed up for and review CIC bulletins (4 per year), sharing key messages during collegiate and staff meetings. - Collegiate sessions to review and evaluate the school curriculum rationale and design. - Learner voice activities to gather views on curriculum experiences and identify areas for improvement. - Parent/Carers kept informed through Parent Council/school communication - Staff from cluster involved in CIC project groups share learning and reflections with colleagues. - Evaluate progress and identify priorities to inform next session's improvement planning.	Lead – Head Teacher August-October: - Collegiate/In-service to read and discuss CIC Explainer. Termly: - Review CIC bulletins. - Collegiate curriculum discussions. - Learner voice activities. - Include on Parent Council agenda May-June: - Evaluate impact and identify next steps. - Lead: Head Teacher, Depute Head Teacher and Curriculum Lead.	- Staff evaluations demonstrate increased confidence in curriculum design and improvement. - Evidence of curriculum development is visible within planning documentation. - Learner voice indicates increased engagement and understanding of changes. - Professional dialogue evidences greater shared understanding of curriculum improvement.		

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

PRIORITY 1b: Action Plan – Assessment

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 are actively involved in understanding their progress and next steps through consistent use of Assessment is for Learning (AiFL) strategies. Learners can articulate what they are learning, how well they are progressing and what they need to do next. Increased consistency in assessment approaches supports improved attainment and achievement across the school.	- Whole-school review of current assessment and feedback processes to identify strengths and areas for development. - Audit current use of AiFL strategies across all stages, including learning intentions, success criteria, effective questioning, self-assessment and peer assessment. - Establish agreed whole-school expectations and consistency guide for AiFL practice. - Professional learning sessions focused on high-quality formative assessment, effective feedback and learner agency. - Learning visits and peer observations focusing on AiFL strategies and effective feedback. - Gather learner, staff and parent voice regarding assessment practices and Seesaw use in sharing progress. - Review and standardise the use of Seesaw across the school,	Lead – Head Teacher September In-service Day - Audit current AiFL practice. - Review current Seesaw use. - Establish baseline staff confidence survey. - Establish agreed whole-school expectations and consistency guide for AiFL practice. - Create guide for parent September – November - Collegiate professional learning on formative assessment and feedback identified from audit - Develop agreed whole-school expectations and Seesaw guidance. Termly - Learning visits/Jotter Audits - Moderation activities. - Professional dialogue sessions. - Monitor implementation. - Gather learner and parent voice. May – June - Evaluate impact and identify future priorities.	- Staff confidence surveys demonstrate increased understanding of effective AiFL practice. - Learning visits evidence consistent use of learning intentions, success criteria and feedback strategies. - Increased consistency in Seesaw use across classes. - Learners can articulate their learning, progress and next steps. - Increased learner engagement with self- and peer-assessment activities. - Moderation activities demonstrate increased confidence in professional judgement. - Parent/pupil surveys show increase in understanding progress and assessment		

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

PRIORITY 1C: Action Plan – STEM/SSERC CLUSTER 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 demonstrate increased confidence, motivation and engagement through meaningful STEM, interdisciplinary and enquiry-based learning experiences which promote the 6Cs of Deep Learning across the curriculum.	- Staff lead will participate in three professional learning residentials at SSERC: Thursday 24th and Friday 25th September Thursday 4th and Friday 5th March Thursday 20th and Friday 21st May - Staff lead will lead professional learning and working party to plan enquiry based STEM programme for the school linked to Deep Learning and the 6Cs. - Staff will engage in professional learning linked to Deep Learning, the 6Cs and SSERC enquiry-based STEM approaches. - SSERC and STEM resources will be used to support high-quality enquiry-based investigations and interdisciplinary learning experiences across the curriculum. - Staff will continue to plan interdisciplinary learning experiences which provide opportunities for learners to apply skills and knowledge in meaningful real-life contexts. - Learners will engage in regular enquiry-based STEM investigations and interdisciplinary learning experiences which promote collaboration, communication, creativity, critical thinking and reflection through real-world problem solving. - Opportunities for professional dialogue, collaborative planning and moderation will support leadership at all levels and the development of Deep Learning approaches across the school and cluster.	See QR Code for detailed rationale and plan for implementation and specific timescales: 	- IDL/STEM Planning documentation will demonstrate increased opportunities for learners to apply skills and knowledge in meaningful real-life contexts. - Classroom observations, learner discussions and pupil presentations will demonstrate increased opportunities for collaboration, communication, creativity, critical thinking and reflection across learning experiences. - Staff self-evaluation and professional dialogue will demonstrate increased confidence in using Deep Learning approaches, the 6Cs and SSERC enquiry-based STEM approaches across the curriculum. - Moderation activities, collaborative planning and professional dialogue will demonstrate increased leadership at all levels and increased consistency in Deep Learning approaches across the school and cluster. - Pupil voice, staff evaluations (pre and post intervention) and quality assurance evidence will be collated and analysed termly to evaluate the impact of Deep Learning and SSERC approaches on learner engagement, confidence and participation.		

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

PRIORITY 2: Supporting needs, wellbeing, equality and inclusion

Strategic Objective:

Ensure all staff consistently implement inclusive, relationship-based and nurturing approaches to support wellbeing, additional support needs and positive behaviour, resulting in improved engagement, attendance, attainment and achievement for all learners.

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>
2. Closing the attainment gap between the most and least disadvantaged children and young people 4. Improvement in children and young people's health and wellbeing	2. Teaching and practitioner professionalism 5. School & ELC improvement 6. Performance information	2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion 2.3 Learning, teaching and assessment	Choose an item. Choose an item. Choose an item.

Rationale for Change

2a Supporting Relationships and Behaviour:

Current evidence highlights the need to develop a more consistent and authority-aligned approach to relationships, behaviour and inclusion. Analysis of school pastoral notes and ASSURE incident reports demonstrates an increasing number of behaviour and regulation concerns. The main themes identified were wellbeing and emotional distress, behaviour and regulation within the classroom, and behaviour and regulation within the playground. Whilst a consistent whole-school approach to expectations and consequences was piloted in Session 2025-26 it is clear all staff and leaders would benefit from CLPL around support strategies to improve learner wellbeing, regulation and inclusion across the school. As a result, the school will prioritise the development of a clear, shared framework for positive relationships and behaviour which aligns with local authority guidance and expectations. A staff leader has been identified to lead through targeted professional learning, consistent approaches of 'new authority', 'behaviour and consequences', and strengthened relational practice, the school aims to improve wellbeing, increase engagement, reduce incidents and ensure all learners experience a safe, supportive and inclusive environment.

2b Additional Support Needs

In June 2026 184 pupils were recorded as having additional support needs all on Staged Intervention: 167 on Enhanced Universal, 8 on Stage 1 and 9 at Stage 2. Analysis of pupil data, attendance records, wellbeing indicators and attainment information highlights an increasing complexity of need across the school. In particular, staff are supporting a growing number of learners presenting with anxiety-related barriers to learning, neurodivergent profiles, and specific literacy and numeracy difficulties. Whilst all staff demonstrate a strong commitment to inclusive practice, it is clear that further professional learning and shared approaches would support greater consistency in identifying barriers to learning, implementing appropriate interventions and ensuring all learners can access the curriculum and achieve success. Strengthening understanding of neurodiversity, anxiety-informed practice and evidence-based literacy and numeracy supports will enable staff to better meet the needs of individual learners and reduce barriers to attendance, engagement and attainment. We will prioritise the development of staff capacity in additional support needs through professional learning, collaborative working and the implementation of consistent inclusive practices. Through improved identification, planning and support for learners with additional support needs, including those working within individual milestones, the school aims to improve attainment, increase attendance, enhance wellbeing and ensure all learners make appropriate progress within a safe, supportive and inclusive learning

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

PRIORITY 2a: Action Plan – Supporting Relationships and Behaviour

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 a consistent, nurturing and inclusive approach to relationships, behaviour and wellbeing across the school, resulting in improved emotional regulation, increased feelings of safety and belonging, greater engagement in learning and a reduction in behaviour incidents.	- Lead member of staff to attend 'Train the Trainer' CLPL on approaches to Positive Relationships and Behaviour and to lead staff CLPL. - Review and update the current Relationships and Behaviour Policy in line with North Ayrshire guidance and relational approaches. - Provide professional learning for all staff on 'New Authority', 'Expectations and Consequences', 'Emotion Coaching' and 'Positive Behaviour Support Plans'. - Further develop and implement a shared whole-school framework for expectations, routines, language and consequences to ensure consistency across classrooms and playgrounds. - Introduce consistent restorative and relational approaches, including agreed scripts and approaches to repair, regulation and behaviour support. - Strengthen consistent adult presence, routines and support across all areas of the school to promote calm, safety, positive relationships and readiness to learn. - Provide regular opportunities for professional dialogue, reflection and collaboration to support consistent practice across the school. - Targeted Support Teacher to co-create Positive Behaviour Support Plans and to moderate with cluster Targeted Support Teachers	See QR Code for detailed rationale and plan for implementation and specific timescales:  See QR Code for detailed rationale and plan for Targeted Support Teacher Cluster Moderation and specific timescales: 	10% Reduction in ASSURE incidents 10% Reduction in pastoral notes linked to behaviour/ regulation - PASS wellbeing measures improve - QA evidence shows consistency in approaches. - Stakeholder feedback demonstrates improved ethos/culture. - Learner voice indicates improved sense of belonging/safety.		Resources to develop class environments and replenish calm boxes £1000 Furniture to develop Calm Zone in upper open area £1000

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

PRIORITY 2b: Action Plan – Supporting Needs

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 a consistent, inclusive and personalised approach to support across the school, resulting in improved wellbeing, attendance and engagement, increased confidence and independence, and improved progress and attainment for all learners, particularly those with additional support needs and complex milestones.	- DHT/PT/Targeted Support Teacher to use Supporting Neurodivergent Learners (Neurodiversity modules) to lead staff CLPL. - DHT/PT/Targeted Support Teacher to attend CLPL on Neuro-affirming Practice and We Were Expecting You and to lead staff CLPL. - Review and update the current Supporting Needs Consistency Guide in line with North Ayrshire guidance and relational approaches. - Review and update Circle resource environment audit and adapt for WPPS, adapting environments to meet learners' communication, sensory, literacy and emotional regulation needs, whilst developing staff confidence and consistency in supporting neurodivergent learners and those requiring additional support. - Provide professional learning for all staff on Neuro-affirming Practice and We Were Expecting You - Provide regular opportunities for professional dialogue, reflection and collaboration to support consistent practice across the school.	See QR Code for detailed rationale and plan for implementation and specific timescales: 	CLPL evaluations, Learner, parent and staff surveys, Learning visits and classroom observations, Staged intervention and ASN tracking data, Attendance and wellbeing data, Review of learner support plans and transition documentation will reveal: - Improved emotional regulation and readiness to learn. - Increased learner engagement and participation in learning. - Positive learner feedback regarding support, inclusion and wellbeing. - Improved attendance and engagement data for targeted learners. - Progress demonstrated through staged intervention reviews and learner targets. - Successful transitions evidenced through learner and family feedback. - Staff evaluations demonstrate increased confidence in supporting neurodivergent learners and those with additional support needs. - Increased use of dyslexia-friendly, neuro-affirming and inclusive classroom approaches. - Increased consistency in approaches used by teachers and PSAs across the school.		Resources to replenish dyslexia friendly boxes and help desks £1000 Purchase of Nessy Licence, Toe by Toe, Power of 2, IDL Licence, Sumdog £4300 Furniture to develop Learning Zone in open area £1000 ICT Equip £6000

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

PRIORITY 2b: Action Plan – Supporting Needs CONT.					
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 experience consistent, high-quality support from skilled and knowledgeable Pupil Support Assistants. Through improved approaches to behaviour, communication, literacy and numeracy support, learners are better able to engage in learning, develop independence, build positive relationships and achieve success within an inclusive learning environment.	Pupil Support Assistant CLPL: August In-service: Understanding Complex Behaviours Grab and Go Numeracy Boxes September In-service: Using Kit Bags November In-service: Inclusive Communication February In-service: Supporting Learners with Literacy Difficulties	See implementation plan	- PSA evaluations demonstrate increased confidence and knowledge following CLPL sessions. - Learning visits and observations evidence consistent support strategies being used across the school. - Staff feedback indicates improved effectiveness of PSA support within classrooms. - Learner voice demonstrates increased feelings of support, inclusion and engagement. - Progress in targeted literacy and numeracy interventions is evident through tracking data. - Reduction in behaviour incidents where learners receive targeted support. - Increased learner participation, independence and positive engagement in learning activities.		

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

PRIORITY 3: Building a self-improving service

Strategic Objective:

To strengthen a culture of continuous improvement through high-quality data use, collaborative leadership, and strategic partnership working, ensuring consistent approaches to tracking, attendance, Gaelic Medium Education growth, and transition that improve outcomes for all learners.

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	1. School & ELC leadership 2. Teaching and practitioner professionalism 5. School & ELC improvement	1.2 Leadership of Learning 3.2 Raising attainment and achievement 1.3 Leadership of change	Choose an item. Choose an item. Choose an item.

Rationale for Change

Tracking Meetings

The development of more structured tracking meetings and a modernised whole-school tracking system reflects North Ayrshire's priority of building a self-improving service through robust approaches to quality improvement. By strengthening how staff gather, analyse and act on attainment data, this ensures that all practitioners are actively engaged in evaluating progress and identifying next steps for learners. Regular tracking dialogue supports professional learning through collaborative reflection, enhances consistency in teacher judgement, and ensures that improvement activity is evidence-informed and responsive to learners' needs.

Attendance

Strengthening approaches to attendance monitoring using the new tracker aligns with the theme of quality improvement by enabling earlier identification of patterns and barriers, while empowering staff to take collective responsibility for improvement. This work supports leadership at all levels through consistent expectations and shared ownership, and encourages professional reflection on the relationship between attendance, engagement and attainment, leading to more targeted and impactful interventions.

GME - Promotion, Growth and Leadership

The promotion and growth of Gaelic Medium Education (GME) is a key aspect of building a self-improving service, reflecting strong leadership of change and a commitment to continuous improvement. Through planned initiatives such as open mornings, participation in events including the Tidelines Festival, engagement with community groups, and the ongoing development of the school website, the school is taking a proactive and strategic approach to raising the profile and accessibility of GME. This work supports staff leadership in promoting GME, while ensuring that families are well-informed and engaged. Furthermore, active involvement of school leadership in the Secondary Education Board strengthens ensures coherence in progression pathways and the long-term growth of GME provision.

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

PRIORITY 3a: Action Plan – Tracking Meetings

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>
Increased attainment in literacy and numeracy across all stages, particularly for identified cohorts, alongside improved rates of progress through earlier identification of gaps. This will promote greater equity in outcomes by reducing variation between classes and groups. As a result, learners will demonstrate increased confidence and engagement through more responsive, targeted teaching.	- Revise termly whole-school tracking calendar with structured tracking meetings - Use a revised digital tracking system to record attainment, progress and interventions - Implement revised standardised tracking templates to ensure consistency across stages - Facilitate professional dialogue during tracking meetings focused on: attainment data (SNSA, teacher judgement, CfE levels), pace of learning and targeted interventions - Provide CLPL on data literacy and moderation to strengthen confidence in teacher judgement - Use tracking meetings to: identify learners requiring support or challenge, plan targeted interventions and evaluate impact of previous actions	Lead – Head Teacher and SLT August: - Update current Quality Assurance calendar - Adapt NA template to suit WPPS needs - Initial tracking meetings Termly (Oct, Feb, May): Tracking meetings and data reviews - SLT facilitate; teachers present data - SLT collate and share data - Implementation of targeted interventions and class-based adjustments - May-June: Final tracking review and evaluation of impact			

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

PRIORITY 3b: Action Plan – Attendance

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>
Improved attendance across all stages, with reduced levels of persistent absence. Learners attend more regularly, engage more consistently in learning, and demonstrate improved attainment over time.	- Implement consistent whole-school use of the North Ayrshire attendance tracker. - Track attendance patterns weekly and identify pupils at risk earlier. - Record interventions and supports systematically using the tracker. - Engage with families to address barriers to attendance. - Staff discussions at tracking meetings to review progress and plan next steps. - Education Business Assistant supports data input and tracking processes.	August 2026 – June 2027 - Lead: Head Teacher and EBA - Ongoing monitoring (weekly tracking, monthly review)	% attendance rates (baseline from June 2026 vs ongoing have improved) - Reduction in absence figures persistent /those with pattern - Clear audit trail and evaluation of number and type of interventions recorded - Pupil engagement indicators - observations in class of participation, learning behaviours and PASS Data show improvement - Attainment data linked to attendance trends shows improvement		

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

PRIORITY 3C: Action Plan – Gàidhlig Medium Promotion					
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>
Increased awareness and access to Gaelic Medium Education (GME), resulting in improved uptake and sustained participation. Families are better informed about the benefits and pathways of GME, leading to stronger engagement and confidence. Learners benefit from clearer progression routes into secondary education.	- Organise open morning - Participate in events such as Tidelines Festival; strengthen community partnerships - Update school website - Support staff leadership and pedagogy in promoting GME through moderation activities - cross authority links have already been established. - Head Teacher to engage with Secondary Education Board.	Lead – Head Teacher and GME Teachers with support from Secondary Board Ongoing 2026–2027: Termly open mornings Monthly website updates	- Review enrolment trends - increase in August 2027 - Analyse feedback and engagement data from Open and community events to inform next steps for Session 2026-27		£7,545 Teacher to support immersion

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:		Lynn Robertson			
Carry forward:	£2551	Total Allocation:	£30625	Total:	£33176

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?
Cost of the school day	Pupils will have access to a wider curriculum	Subsidise school outings/experiences	Aug 2026- June 2027 Head Teacher	£2300	- PASS HWB assessments show pupils are happy in school and feel they are progressing and developing skills - Wider experiences tracker will show that all pupils have opportunities to access outings and experience	
Wellbeing/ Communication	Pupil achievements will be shared with parents. Parents/teachers can communicate about needs of pupils both wellbeing and academic	Purchase of Seesaw licence	Aug 2025- June 2026 Depute Head	£2616	- Parent/ Pupil HGIOS Questionnaires demonstrate needs are being met and communication is good - PASS HWB assessment show pupils are happy in school and feel their achievements are recognised	
Cost of the school day	Breakfast club will supports families will be supported to access employment and reduce childcare costs. Pupils have access to a healthy free breakfast and an active positive start to the day.	Healthy Start Worker	Aug 2026- June 2027 Head Teacher	£3,272.37	- Parent/ Pupil HGIOS Questionnaires demonstrate needs are being met and communication is good - PASS HWB assessment show pupils are happy in school and feel their achievements are recognised - Case studies from families shows the positive benefits of the breakfast club	
Wellbeing	Pupils will be able to regulate, frame and understand how they feel, enabling them to fully contribute and participate in learning	My Happy Mind licence,	Aug 2026- June 2027 Principal Teacher	£2871	PASS HWB assessment show pupils are happy in school and feel their achievements are recognised	