



Alloway Primary School and Early Years Centre



SCHOOL IMPROVEMENT PLAN: August 2025- June 2027
(2026-27 - This is year 2 of a 2 year plan)



VISION

To provide a safe, happy, purposeful and nurturing learning environment where everyone feels valued and respected. Everyone is supported to be the best they can be by working together to promote kindness, inclusion and resilience.

VALUES

At Alloway Primary we are



At Alloway Primary we believe every child should enjoy and be challenged by the curriculum we offer.

At Alloway Primary School we aim to develop every child to “be the best they can be” by providing high quality learning and teaching throughout a broad and relevant curriculum. We believe the development of the whole child to be vital. This improvement plan has been created in response to our self-evaluation and quality assurance processes. We actively take account of children’s views and children will be involved in the School Improvement Plan through pupil voice groups and work in classes.

OUR AIMS



LOCAL AND NATIONAL AIMS

South Ayrshire Council Plan

- Spaces and Places
- Live, Work, Learn
- Civic and Community Pride

Children's Services Plan

- **The Promise:** Our commitment to Keeping the Promise
- **Family:** Promoting whole family wellbeing
- **Included:** Early help for children with diagnosed or undiagnosed additional support needs
- **Healthy:** Improving physical and mental health for children and young people
- **Voice:** Involving children and young people in local decision making
- **People:** Collaborative learning and reflection opportunities for the workforce

Education Services Priorities

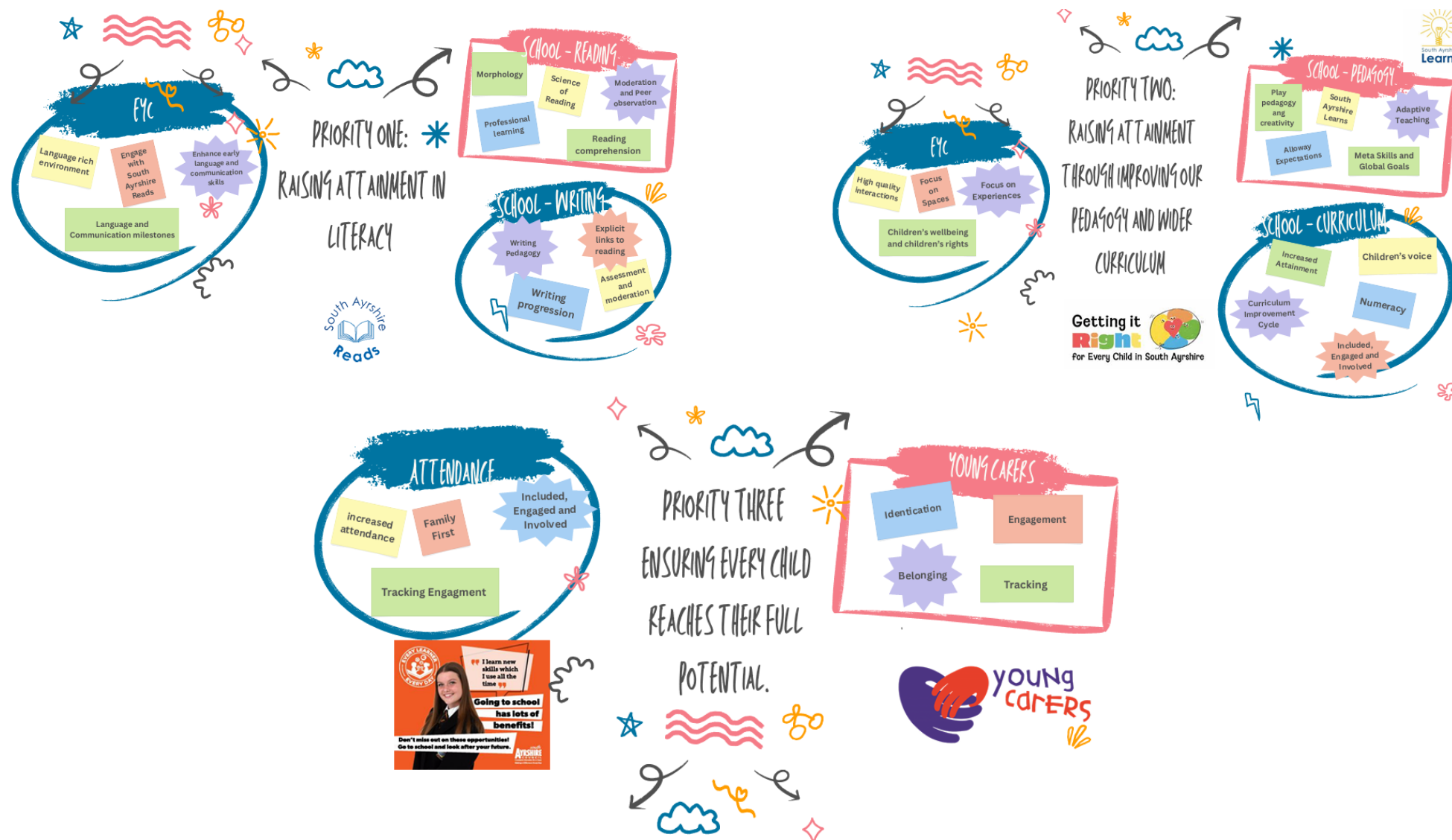
- Included, engaged and involved
- Delivering excellence in learning, teaching and assessment
- Transforming our curriculum
- Towards a self-improving education system

National Improvement Framework Priorities

- 1. Placing the human rights of every child and young person at the centre of education
- 2. Improvement in children and young people's health and wellbeing
- 3. Closing the attainment gap between the most and least disadvantaged children and young people
- 4. Improvement in employability skills and sustained positive school leaver destinations for all young people
- 5. Improvement in attainment, particularly in literacy and numeracy

Alloway Primary - School Improvement Plan 2026-27

Our key priorities this year will be:



Ongoing Whole School Developments now moved to Maintenance Agenda:		
Maintenance Agenda	HGIOS 4 Quality Indicators	Person Responsible
Curriculum Improvement Cycle	QI 2.3	Mrs Meney
Rights Respecting Schools	QI 1.3	Mrs Guinea
Moderation and assessment	QI 2.3	Mrs Miller
Online planning - continue to implement and evaluate	QI 1.3 and 2.3	SLT and all staff
S.T.E.M.	QI 2.2, 3.3	Mrs Miller
2 hours quality PE	QI 2.2	All teaching staff
Professional Update/PDR/PRD (check in)	QI 1.2, 1.5	Mrs Meney/Mrs Miller
Self-evaluation - HGIOS 4	QI 1.1	SLT and all staff
Eco Schools	QI 1.3	Class Teacher leadership role
Developing the Young Workforce	QI 3.3	Mrs Miller
Digital Technologies	QI 2.2, 3.3	Mrs Guinea
Development of Modern Languages	QI 2.2	Mrs Martin
Development of Music curriculum	QI 2.2	Mrs Herbert
Cost of the School Day	QI 3.1	Mrs Meney
Young Carers Champion	QI 3.1	Mrs Goodwin
Attendance	QI3.1	Mrs Park
The Promise	QI3.1	Mrs Meney
Embedding meta-skills	QI3.1/2.3	Mrs Miller
EYC – Outdoor/Forest Kindergarten/Woodwork	QI3.1/2.3	Victoria Cuff/Julie Lorimer
EYC – Digital Technologies	QI3.1/2.3	Ryan McGill

PEF Budget - £18,375

Priority	Staffing implications
To raise attainment of PEF cohort in session 2026-27	20 hours School Assistant time (paid for by PEF)

PRIORITY ONE : Raising attainment in Literacy by maintaining consistently high standards in the quality of all children’s experiences through implementing the Science of Reading.							
Lead Person – Lisa Stewart and Nicola Guinea / Kirsty McCallum (EYC)							
Education Services Plan Delivering excellence in learning, teaching and assessment Transforming our curriculum Towards a self-improving education system		NIF Priorities 3. Closing the attainment gap between the most and least disadvantaged children and young people 4. Improvement in employability skills and sustained positive school leaver destinations for all young people 5. Improvement in attainment, particularly in literacy and numeracy		HGIOS 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 3.2 Raising attainment and achievement 3		Quality Improvement Framework ELCC Leadership Leadership of continuous improvement Children play and learn Playing, learning and developing Curriculum Learning, teaching and assessment Children are supported to achieve Wellbeing, inclusion and equality Children’s progress	
What Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Personnel responsible/resources	Start and Finish Dates		How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)		
			Start date	Deadline			
EYC PRIORITIES – Kirsty McCallum							
To develop a language and communication rich environment to further enhance children’s early communication and language skills.	- All staff to engage in ongoing CLPL opportunities in relation to Literacy, South Ayrshire Reads and Curriculum Improvement Cycle. - Key staff continue to use checklist to audit each learning space for noise levels, visual clutter, signage, and displays. - Key staff to continue to standardise the use of visuals across the EYC (visual timetables, now/next boards, key vocabulary prompts), in consultation with the Communication Friendly Team. - Key staff to deliver sessions for parents/carers on supporting communication at home. - Provide opportunities for staff to self-evaluate practice against the Quality Improvement Framework for Early Learning and Childcare.	Kirsty McCallum (Depute Manager) Rebecca Macey-Lillie (Senior) Kayleigh Adgie Libby Pollock Anne Ahmed All staff	August 2026	June 2027	- Discussions with staff demonstrate an understanding of key communication strategies and environmental adaptations. - Observations demonstrate that areas for improvement have been identified, increasing pupil accessibility and understanding. - Observations demonstrate children’s comprehension, routine understanding, and a reduction in anxiety. - Observations demonstrate greater inclusion and engagement from pupils with ASN. - All children can contribute feedback and ideas, including those with an ASN.		

					• Parental surveys and discussions demonstrate consistency between home and school and improved family-school collaboration. • The use of communication friendly strategies are clear within children's individual STINT plans.
SCHOOL PRIORITIES					
To improve the quality, accuracy and overall attainment of children's writing by focusing on the technical foundations of writing, ensuring children can communicate ideas effectively through accurate sentence construction, spelling, punctuation and grammar. To develop skilled, confident writers through a balanced approach to writing that prioritises the interconnected elements writing, including transcription, sentence construction, vocabulary, spelling, grammar and composition.	• Engage all staff in professional learning focused on evidence-informed writing instruction, including the Writing Rope and the key components of effective writing development. • Continue professional dialogue and moderation activities to ensure consistency of expectations, assessment judgements and progression in writing across all stages. • Develop a shared whole-school understanding of progression in sentence construction, grammar, punctuation, spelling and vocabulary development. • Use assessment and moderation information to identify specific writing strengths and barriers for individual learners and targeted groups. • Deliver regular explicit teaching of sentence-level writing skills, including sentence construction, punctuation, grammar, vocabulary and spelling. • Ensure writing lessons are underpinned by high-quality planning that prioritises explicit teaching of writing skills and provides clear progression in sentence-level and transcriptional competencies. • Implement a progressive approach to writing across the school that prioritises quality over quantity and supports children to apply taught skills effectively. • Use high-quality model texts to support children in analysing effective writing and understanding how authors communicate meaning. • Provide regular opportunities for shared writing and teacher modelling to demonstrate the writing process and make thinking visible to learners.	Lisa Stewart and Nicola Guinea Fiona Meney	August 2026	June 2027	➤ Increase in the number of children achieving expected or above levels in writing by June 2027. ➤ Improvement in sentence construction, punctuation, spelling and grammar as evidenced through writing assessments and moderation activities. ➤ Writing samples demonstrate greater accuracy and consistency in the application of taught writing skills across curricular areas. ➤ Reduction in the attainment gap in writing for identified cohorts. ➤ Evidence of progression in writing through termly moderation and tracking activities. ➤ Children demonstrate increased independence when applying spelling, punctuation and grammar skills in their writing. ➤ Staff report increased confidence in assessing and

	• Ensure spelling and vocabulary instruction is taught systematically and consistently across all stages. • Continue to support cross-stage planning opportunities to promote progression, consistency and shared expectations in writing. • Ensure writing tasks are meaningful, engaging and provide opportunities for children to apply taught skills independently across a range of contexts and curricular areas. • Ensure age-appropriate writing toolkits and support materials are available and used consistently to promote independence and self-regulation. • Use assistive technology appropriately to remove barriers to learning while maintaining high expectations for writing development. • Provide targeted support and interventions for learners requiring additional support in transcription, sentence construction and other key writing skills. • Embed a consistent approach to editing and redrafting across the school, ensuring children understand that writing is a process and can independently improve the accuracy, clarity and effectiveness of their work. • Engage children in publishing, sharing and celebrating high-quality writing to promote motivation, purpose and pride in their work. • Regularly provide opportunities for peer and self-assessment, enabling children to reflect on feedback and identify next steps in their writing development. • Provide regular opportunities for children to plan, discuss and organise their ideas before writing, enabling them to consider purpose, audience, vocabulary and sentence construction before composing extended pieces.				teaching writing through a shared understanding of progression and expectations. ➤ Learner conversations demonstrate improved understanding of what makes effective writing and the skills they need to develop. ➤ Writing evidence shows improved quality and accuracy, with a focus on purposeful communication rather than volume of writing.
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SAR Strategic Plan Priority: To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire [South Ayrshire Reads Strategy Document](#)

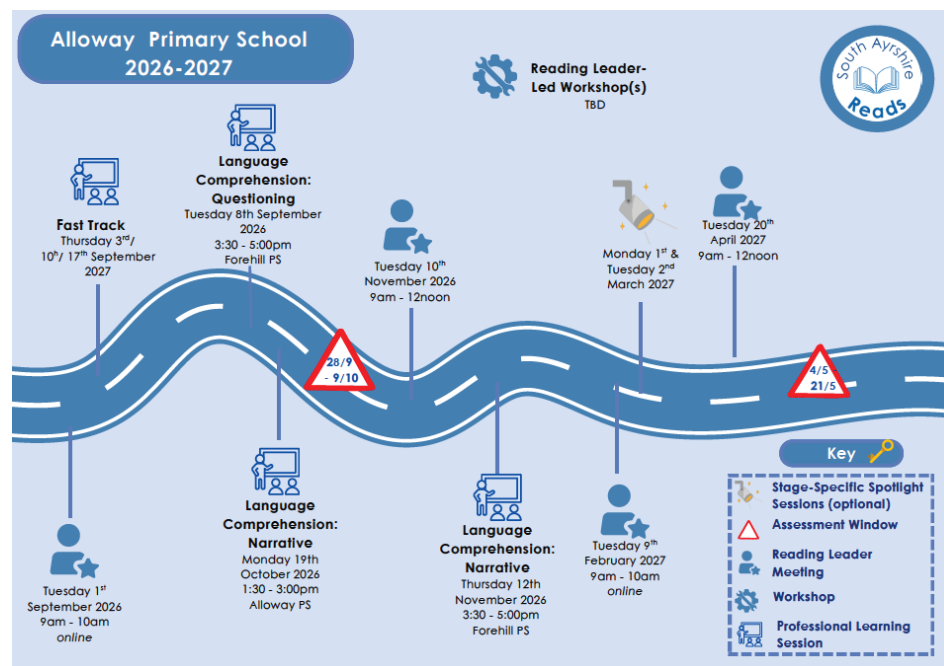
PHASE 2 SOUTH AYRSHIRE SCHOOLS

2026-2027

SAR Strategic Aim	Actions	Intended Impact	Resources	School personnel	Completion Date
To develop confident and skilled readers in South Ayrshire with a lifelong love of reading and the confidence to access all aspects of education, culture and society To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry To promote the implementation of an excellent reading curriculum which prioritises best practice, challenge and adapted teaching for children with additional support needs	By June 2026 , ALL Phase 2 schools will have reviewed the role of their reading leader and, in collaboration with the South Ayrshire Reads team, planned how this role will be used to support reading development over the coming year. Our Reading Leader continues to be Lisa Stewart (PT).	The aims of South Ayrshire Reads continue to be embedded across Phase 2 School Communities focussing on building capacity and sustainability. The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders	- Role of reading leader reviewed at planning meeting. - Reading Leader meeting dates shared and agreed. - Reading leader workshop dates agreed. - RL MS TEAM accessed for updates, relevant information and collaboration.	Lisa Stewart Fiona Meney SAR Team	June 2026
	By June 2027 , ALL Phase 2 schools will have participated in at least two Reading Leader-led workshops within their own setting, with Reading Leaders taking full responsibility for identifying workshop needs, planning these sessions and leading them to support the ongoing embedding of reading practice. These will be included as part of our collegiate staff meetings.		- All Reading Leaders may attend four sessions (September 2026, November 2026, February 2027, and April 2027) focused on building capacity and providing the knowledge and skills needed to lead impactful change. - All Reading Leaders will plan, create and deliver reading workshops within their own schools - both with staff and with parents -as part of a wider drive to raise attainment in reading.	Lisa Stewart Fiona Meney SAR Team	June 2027
	By June 2027 , ALL Phase 2 schools will have had the opportunity to engage in collaborative activity, selecting the approaches that best suit their context, through: - Partnership CLPL - Stage-Specific 'Spotlight' sessions 'Learning Live' sessions - Peer school visits strengthening collective efficacy, promoting an outward-looking approach to improvement and embedding practice.		- Bespoke partnership CLPL responsively planned and reviewed in line with contextual needs. - Meeting & discussion with SLT around peer school visits - Peer visit pre-workshops/discussion/observation guides - Term 3 Stage-Specific 'Spotlight' sessions 'Learning Live' offerings.	Lisa Stewart All teaching staff SAR Team	June 2027
	By August 2026 , ALL Phase 2 schools will work with the SAR Team to identify new or returning staff requiring catch-up support, plan how to close gaps drawing on		Meeting & Discussion with Phase 2 schools to identify new/returning members of staff and their stages	Lisa Stewart Fiona Meney	August 2026

To gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and reading attainment	in-school knowledge, and will have the opportunity to: • Send staff to 'Fast Track' sessions • Access additional CLPL at peer schools ensuring all staff are equipped with the knowledge and skills to support reading development effectively.		- o Existing members of staff in Phase 2 schools to support, through coaching, modelling and collaborative discussions - o Fast Track sessions agreed & planned by SAR Team - o Additional CLPL sessions identified at peer schools	Staff for catch up programme SAR Team	
	By June 2027 ALL Phase 2 education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest. (see roadmap below – linking with Forehill Primary)		- o Additional online sessions planned, created and delivered by SAR Team in response to need - o Additional sessions will be advertised through the monthly CLPL Bulletin and Reading Leader channel on MS Teams.	All teaching staff SAR Team	June 2027
	By June 2027 ALL Phase 2 education staff will have had the opportunity to engage in bespoke high-quality CLPL.		o All CLPL will be grounded in the Science of Reading, with a particular focus on language comprehension and its connection to other areas of literacy development, while continuing to embed previous work on word recognition (phonics and morphology) and fluency.	All teaching staff SAR Team	June 2027
	By June 2027, ALL Phase 2 education staff will have had the opportunity to further develop their practice in collaboration with the SAR Team.		o Collaboration activities, including workshops and professional discussions as requested	All teaching staff	June 2027
	By June 2027 ALL Phase 2 schools will have had the opportunity to engage with assessment implementation, data analysis and self-evaluation, using HGior (How Good is Our Reading) to drive teaching and learning.		- o Reading Leader- Led Workshops focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps. - o Reading Leader-Led Workshops using HGior as a self-evaluation tool.	All teaching staff Lisa Stewart	June 2027
	By June 2027 ALL Phase 2 schools will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities.		- o Reading Schools Accreditation - o Communication Friendly Environments - o Developing Writing through SAR - o Giglets - o Lending Library	All teaching staff Lisa Stewart	June 2027
	By June 2027 ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.		o Support for RL, as required, from SAR team for workshop and parent events	Lisa Stewart SAR Team	June 2027
	By June 2027, we will have implemented the Giglets resource as a component of our reading curriculum, ensuring consistent, progressive use across stages to support comprehension, engagement and attainment.		- o Increased pupil engagement and motivation in reading through high-quality, diverse digital texts - o Improved reading comprehension skills through structured questioning, annotation and discussion - o Enhanced staff confidence in delivering high-quality reading lessons using digital tools	Lisa Stewart Nicola Guinea SAR Team	June 2027

			- Greater consistency in reading approaches across stages and settings - Improved attainment in reading, particularly for targeted groups - CLPL sessions and Giglets training made available to staff.		
	By June 2027, we will have embedded the teaching of morphology through the use of Grammarsaurus as a key component of reading and spelling development, ensuring a progressive and consistent approach across all stages.		- Improved pupil understanding of word structure, including prefixes, suffixes and root words - Enhanced vocabulary development and reading comprehension through morphological awareness - Increased accuracy and confidence in spelling and writing - Greater staff confidence in explicitly teaching morphology as part of the Science of Reading - Consistency in approaches to vocabulary and word-level teaching across the school - Raised attainment in literacy, particularly for targeted groups - Grammarsaurus platform and morphology resources used across the school - CLPL sessions focused on morphology and spelling pedagogy - Progression pathways for morphology across stages in place and used by all staff. - Planning and assessment materials to track application and impact used in all stages.	Lisa Stewart Nicola Guinea All teaching staff	June 2027



PRIORITY TWO : To empower all learners to reach their full potential by enriching our wider curriculum and ensuring robust, supportive systems are in place to raise attainment.

Lead Person – Fiona Meney/Lauren Miller /Emma Park/Kirsty McCallum (EYC)

Education Services Plan Delivering excellence in learning, teaching and assessment Transforming our curriculum Towards a self-improving education system	NIF Priorities 1. Placing the human rights of every child and young person at the centre of education 3. Closing the attainment gap between the most and least disadvantaged children and young people 4. Improvement in employability skills and sustained positive school leaver destinations for all young people 5. Improvement in attainment, particularly in literacy and numeracy	HGIOS 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	Quality Improvement Framework ELCC Leadership Leadership and management of staff and resources Leadership of continuous improvement Children thrive and develop in quality spaces Children experience high quality spaces Children play and learn Playing, learning and developing Curriculum Learning, teaching and assessment Children are supported to achieve Nurturing care and support Wellbeing, inclusion and equality Children's progress Safeguarding and child protection
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What Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Personnel responsible	Start and Finish Dates		How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
			Start date	Deadline	

EYC PRIORITIES – Kirsty McCallum

To further develop high-quality interactions, spaces and experiences across the EYC, ensuring a clear balance between child-led, adult-led and adult-initiated experiences.	Interactions - Continue to provide CLPL for staff on high-quality interactions (e.g. sustained shared thinking, active listening, emotional attunement). - Continue to ensure a nurturing approach through consistent emotional support and care routines. Continue with Snuggle Start. Staff training from nurture team to continue. - Model high quality interactions for all staff. - Provide opportunities for staff to self-evaluate practice against the Quality Improvement Framework for Early Learning and Childcare.	Kirsty McCallum Rebecca Macey-Lillie Libby Pollock	Aug 2026	Jun 2027	➤ Observations show increased engagement and independence in children across a range of spaces. ➤ Observations and self-reflections demonstrate Improved adult-child interaction quality. ➤ Feedback from children and families demonstrates positivity with regards to learning spaces and experiences. ➤ Planning reflects responsive, child-centred learning informed by observations and voice of the child. ➤ Staff self-evaluation documentation demonstrates an increase in own development.
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	• Embed rights-based language in daily interactions using children's familiar stories and fairytales, supporting children to understand and articulate their rights. • Develop environments that visibly promote children's rights and wellbeing using EYC woodland characters (e.g. displays, child-friendly charters, visual supports). • Track and monitor children's wellbeing using Wellbeing Indicators (SHANARRI), using this to inform targeted support and interventions. • Create opportunities for children to have a voice in their learning, contributing to planning and evaluating experiences. • Engage families in understanding and promoting children's rights and wellbeing through shared learning and communication.				➤ Learning environments provide visible evidence of a rights-based approach through displays, charters and child-led contributions. ➤ Feedback from children demonstrates an increased sense of belonging, inclusion and wellbeing within the setting.
SCHOOL PRIORITIES					
Children will benefit from high-quality learning environments and consistent adaptive teaching that meets their individual needs. They will experience appropriate challenge, pace, and depth in their learning. This will lead to increased engagement, improved attainment, and equitable, meaningful learning experiences for all.	• Staff will engage in ongoing professional learning focused on key pedagogical approaches (including environment, scaffolding and meeting the needs of highly able learners), identifying and implementing targeted improvements within their practice and evaluating their impact on learner outcomes. • Non-negotiables for lessons will be revisited with staff with a focus on learning outcomes/co-constructing success criteria, higher order thinking skills and high-quality questioning. • Continue to develop our pedagogy in line with Curriculum Improvement Cycle.	Fiona Meney All staff	August 2026	June 2027	➤ Observation and quality assurance evidence will show more purposeful, inclusive and stimulating classroom environments that support engagement and independence. ➤ 100% of observed classrooms demonstrate features of high-quality environments as outlined in South Ayrshire Learns guidance by May 2027. ➤ Children progress, tracking and differentiation in planning will show improved responsiveness to individual needs. ➤ Children's voice will reflect increased understanding and support in their learning. ➤ Professional learning will lead to more consistent use of strategies to provide depth, challenge and extension in lessons.

Children will experience a consistent and progressive approach to numeracy across the school, underpinned by teaching for understanding approaches. They will develop a deeper conceptual understanding of mathematical concepts and be able to apply their learning confidently in real-life contexts, leading to improved problem-solving skills, increased attainment, and greater confidence in numeracy.	• SAC Strategy and APS policy revisited with staff – additional time with new staff. • CLPL for staff with a focus on new staff– approaches to addition, subtraction, multiplication and division, bar modelling, CPA approach, progression of manipulatives. • PT to share and explore mental maths planners with staff to ensure used in each stage consistently. • PT to continue to share information on positive maths mindset.	Emma Park	August 2026	June 2027	➤ Quality assurance will demonstrate the use of teaching for understanding approaches within numeracy. ➤ Attainment in Numeracy (ACEL data) will rise by 2% across all stages. ➤ GL data will show that 95% of learners will make expected or above expected progress. ➤ GL and NSA data will show almost all children performing within the ranges of average and exceeding. ➤ Improvement in all stages completing GL numeracy assessment.
To empower children to take greater ownership of their learning and school experience by strengthening opportunities for pupil voice and leadership through Big Meetings and Personal Projects. This will support the development of confident individuals who contribute meaningfully to school improvement, demonstrate increased engagement, and lead aspects of learning and change across the school.	• Staff will continue to work together to lead one area of development; Eco Schools, Digital Leaders, DIPA, RRS • Class teachers will work with children at their stage to identify and lead a Big Meetings project. Projects and development will be shared at assembly • RRS will apply to maintain our Gold Award through the reaccreditation progress this session. • DIPA will maintain Dyslexia and Inclusive Practice Award and work towards Reading Schools Award. • Digital Leaders will achieve Digital Schools Award (Eilidh Goodwin to lead) • Community links will be strengthened and celebrated across the school	Nicola Guinea Class teachers Nicola Guinea and all staff Lisa Stewart and all staff Eilidh Goodwin/SLT Emma Park	August 2026	June 2027	➤ 100% of pupils engaged in driving forward school improvement in 4 areas (Eco Schools, Digital Schools, DIPA, RRS) ➤ All teaching staff engaged in leadership areas ➤ Skills trackers linked to meta skills completed for each class ➤ Project plans to be completed on One Note

South Ayrshire Service Plan Priority

Priority: Improving Our Curriculum – Led by Fiona Meney, Lauren Miller and Emma Park

ALL SOUTH AYRSHIRE SCHOOLS 2025-2026 – Alloway EYC and Primary

Aims	Actions	Intended Impact	Resources	Measures	Completion Date
<i>To increase all teacher understanding of the purpose and relevance of the CIC and the rationale behind curriculum reform.</i>	- The school will identify a curriculum lead to support the implementation of curriculum reform and act as a link with authority-wide developments. – Emma Park - The curriculum lead (Emma Park) will participate in authority Train-the-Trainer professional learning to ensure consistent messaging and build internal capacity. - All staff will engage in planned CLPL to build understanding of curriculum reform during the two allocated twilight sessions using materials created by Curriculum PTs.	<i>Staff are clear on the key terminology around curriculum and educational reform.</i> <i>Staff can clearly articulate why curriculum change is being made.</i> <i>All staff are clear on the national timeline for implementation of the CIC</i>	Presentation created by Curriculum PTs	Staff survey (pre and post twilight sessions) Evaluation	August 2026 September 2026 January 2027
<i>To provide clear and consistent communication for all staff and stakeholders in relation to Scotland's Curriculum</i>	- Staff will access the authority's central digital hub for curriculum resources, exemplars and professional learning materials. - All staff will attend the relevant authority curriculum conference. - Content will be created centrally to raise awareness of the CIC and used by schools to engage wider school community. - The Curriculum PTs will offer support with parental engagement as requested. - School leadership team will receive regular CIC information via director's education update. - All Head Teachers will attend two authority HT Curriculum Conferences.	<i>Staff will feel supported during the early stages of transition.</i> <i>Staff feel well informed and confident in discussing curriculum changes with colleagues, learners and families.</i> <i>Parents and stakeholders will better understand Scotland's curriculum and the future changes.</i>	Central digital padlet Exemplars and professional learning materials Share with parents online	Analytics from shared online space (comments, resources, access to the toolkit and materials)	June 2027 May 2027 December 2027 June 2027

To establish an understanding of a concept-based curriculum and to introduce the Know-Do-Understand model.	- 'Curriculum of Hope' professional reading distributed during the 'Train-the-Trainer' session to key leads. - Values from the 'Curriculum of Hope' text shared with all staff during twilight sessions . - Key leads to gather staff feedback at the beginning of the first twilight. - Key leads to repeat the staff survey at the end of the second twilight to gauge progress.	All staff understand the principles of a concept-based curriculum. All staff will have had opportunities to engage with the values and principles of 'A Curriculum of Hope'.	'A Curriculum of Hope' professional reading Microsoft form for twilight	Pre/Post Survey Data	October 2026 February 2027
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PRIORITY THREE : To ensure children are reaching their full potential.

Lead Person – Mrs Park/Mrs Meney



Education Services Plan Included, engaged and involved	NIF Priorities 1. Placing the human rights of every child and young person at the centre of education 2. Improvement in children and young people's health and wellbeing 3. Closing the attainment gap between the most and least disadvantaged children and young people	HGIOS 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion	Quality Improvement Framework ELCC Children are supported to achieve Nurturing care and support Wellbeing, inclusion and equality Safeguarding and child protection
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What Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Personnel responsible	Start and Finish Dates		How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
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EYC AND SCHOOL PRIORITIES

Children's attendance will improve through promotion a pattern of good attendance that will impact directly on raising attainment.	- Continue to embed approaches to engage parents and carers with establishing good patterns of attendance. - Strengthen first-day contact and standardise absence follow-up. - Revisit tracking procedures to track and monitor engagement in all classes. - Identify and implement strategies for individual pupils to increase engagement and monitor impact. - Continue to engage in Family First model to ensure that we are directing resources that would help support good attendance and provide interventions where children are experiencing attendance issues. - Continue to develop a multi agency approach to attendance. - Continue to promote SAC 'Every Learner, Every Day' campaign and 'Play Everyday' in EYC. - Track and monitor EYC attendance with a view to promoting good attendance patterns.	Mrs Park	August 2026	June 2027	➤ Track attendance to support in raising attainment ➤ Attendance rises to 97% average. ➤ Attendance remains above the local and national average. ➤ Attendance of PEF cohort is tracked and demonstrates a 5% rise. ➤ Attendance of targeted cohort improves by 10%. ➤ Reduction in pupils under 90% ➤ Logged early interventions to improve attendance ➤ Feedback from young people and families show positive impact of interventions to improve attendance and engagement.
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Children who are young carers are supported by staff to ensure improved outcomes and wellbeing.	• Develop tracking to support Young Carers and track support and progress. • Continue to share information about experiences for Young Carers to increase engagement. • EYC to engage in Teeny Carers Project. • Track attendance and attainment of Young Carers. • Young Carers to meet with Mrs Goodwin our Young Carers Champion to form a Young Carers Champion Board.	Mrs Meney Mrs Goodwin	Aug 2024	June 2025	➤ All Teeny and Young Carers are identified, known to school staff and tracked on SEEMIS. ➤ Increase uptake of Young Carers Activities. ➤ Attendance and attainment of Young Carers is tracked and shows positive increases. ➤ Attendance at Young Carers Events shows a positive trend.
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