

Ballantrae and Colmonell Primary School and
Early Years Centres

IMPROVEMENT PLAN: 2026-2027



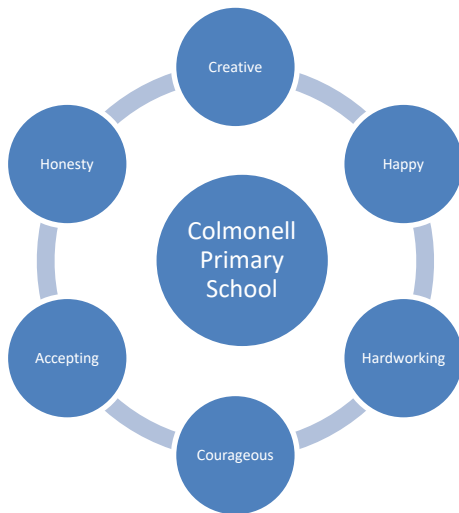
VISION – Reviewed by children, parents and staff in 2025/6

A safe place to be where we are responsible and respectful and have no limits to our learning.

Lifelong Limitless Learning

VALUES – new values as decided by children 2023

Wisdom Compassion Justice Integrity



Aims – Updated 2026

- We're building a caring and inclusive environment where every voice is heard, and every person is valued. Together, we're helping our children grow into confident, self-assured individuals.
- We encourage high standards and celebrate personal achievements—both in and out of school. Every child is supported to reach their full potential.
- Communication is key! We stay connected with families and our wider community through newsletters, our website, and local events—ensuring everyone feels involved and informed.
- Health and wellbeing are at the heart of our school. We promote respectful behaviour and global awareness, helping our pupils become thoughtful, responsible citizens.
- Our staff are committed to continuous improvement. Through collaboration and professional development, we ensure high-quality learning experiences for all.

Rationale for Improvement

Key priorities of the National Improvement Framework

- Placing the human rights and needs of every child and young person at the centre of education ✓ (Learning for Sustainability, Relationships)
- Improvement in children and young people's health and wellbeing ✓ (Relationships)
- Closing the attainment gap between the most and least disadvantaged children and young people ✓ (Oracy)
- Improvement in skills and sustained, positive school-leaver destinations for all young people ✓ (Learning for Sustainability)
- Improvement in achievement, particularly in literacy and numeracy. ✓ (Oracy)

Our Improvement Plan, this session, focuses on the priorities of the National Improvement Framework first and foremost. Our School Improvement Plan's priorities, reflect the NIF in the following ways:

School Priority 1 - Relationship Policy

School Priority 2 - Oracy

School Priority 3 - Learning for Sustainability

Cluster Priority 4 - Practitioner Enquiry

PEF - Play based learning (Ballantrae) & swimming (Colmonell)

SAC Priorities - Improving our Curriculum and Included, Engaged and Involved 1

Following our very successful implementation of 2025/26 school Improvement Plan, our focus this session will be on Relationships. Pupil voice will feature highly. To facilitate pupil voice, we aim to build a culture of oracy throughout the school. Creating a Relationships Policy is essential in Scottish primary schools to meet national expectations and to create a consistent, nurturing, and rights-based environment that supports wellbeing, inclusion, and positive outcomes for all learners. Our Relationships Policy will be aligned with Local Authority Priority for Included, Engaged and Involved. Oracy skills are essential for primary children as they help develop effective communication, critical thinking, and social interaction. Teaching and support staff will begin to establish an understanding of a concept-based curriculum and to introduce the Know-Do-Understand model. This concept-based curriculum, based on a clear understanding of pedagogical approaches in learning and teaching, will be embedded within consistent, high-quality approaches across all stages in the school. Profiling children's learning and sharing learners progress in all curricular areas with parents will continue through Learning Journals. Knowledge and understanding of meta skills will continue to enhance learning and teaching within all areas of the curriculum but, in particular, outdoor learning and play based learning.

Local Authority Improvement Planning, including Included, Engaged and Involved and Improving our Curriculum, will run parallel with our own school improvement plan.

Scotland's curriculum - Curriculum for Excellence - helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century. Using the refreshed narrative, the School Improvement Plan will focus on the following key considerations:

Self Evaluation

Returning to the Quality Indicators in HGIOS 4, will support regular on-going self-evaluation both in the Primary and in Early Years:

HGIOS 4:

- Leadership and Management: How good is our leadership and approach to improvement? Particular focus on **1.2: *Leadership of Learning***
- Learning Provision: How good is the quality of care and education we offer? Particular focus on **2.3 - *Learning and Teaching***
- Successes and Achievements: How good are we at ensuring the best possible outcomes for all our learners? Particular focus on **3.3 *Increasing creativity and employability.***

Quality Framework for Early Years:

- How good is our care, play and learning?
- How good is our setting?
- How good is our leadership?
- How good is our staff team?

A monitoring and evaluation calendar of self-evaluation activities, for both Early Years and Primary school, will support the leadership team to take a balanced and proportionate approach to Self-Evaluation and focuses on **5 key quality indicators - 1.3, 2.1, 2.3, 3.1, 3.2** which will inform our Standards and Quality self-evaluation at the end of session 2025-26

This School Improvement Plan is the beginning of a new era in the school, following the retirement of the previous head teacher and the appointment of the new head teacher, Mrs Emma Robertson.

South Ayrshire Service Plan Priority

Priority: Improving Our Curriculum

ALL SOUTH AYRSHIRE SCHOOLS 2025-2026

Aims	Actions	Intended Impact	Resources	Measures	Completion Date
To increase all teacher understanding of the purpose and relevance of the CIC and the rationale behind curriculum reform.	- The school will identify a curriculum lead to support the implementation of curriculum reform and act as a link with authority-wide developments. - The curriculum lead 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.	Staff are clear on the key terminology around curriculum and educational reform. Staff can clearly articulate why curriculum change is being made. All staff are clear on the national timeline for implementation of the CIC	Presentation created by Curriculum PTs	Staff survey (pre and post twilight sessions) Evaluation	August 2026 September 2026 January 2027
To provide clear and consistent communication for all staff and stakeholders in relation to Scotland's Curriculum	- 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.	Staff will feel supported during the early stages of transition. Staff feel well informed and confident in discussing curriculum changes with colleagues, learners and families. Parents and stakeholders will better understand Scotland's curriculum and the future changes.	Central digital padlet Exemplars and professional learning materials Schools preferred media platforms	Analytics from shared online space (comments, resources, access to the toolkit and materials)	June 2027 May 2027 December 2026 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 for 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.	<i>All staff understand the principles of a concept-based curriculum.</i> <i>All staff will have had opportunities to engage with the values and principles of 'A Curriculum of Hope'.</i>	'A Curriculum of Hope' professional reading Microsoft form for twilight	Pre/Post Survey Data	October 2026 February 2027

Included, Engaged and Involved 1 – Action Plan

Strategic Aim: Embed a whole-school culture where attendance is a core driver of wellbeing, safeguarding and attainment.

Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Comment/Evaluation
Share a strategic attendance message termly	Consistent understanding of expectations	Leadership time	Attendance trends	Headteacher	September 2026	
Refresh and publish Attendance Policy	Improved relationships	Policy review time	Learning walks	SLT		
Embed relational practice	Attendance embedded in inclusion and safeguarding culture	Professional learning	Pupil/Parent feedback	Inclusion Co-ordinator		
		Communication platforms	Policy review	Pastoral Team		
		Education Scotland – Keeping Trauma in Mind PL Module	Staff feedback regarding attendance links to wellbeing, safeguarding and attainment	Educational Psychologist		
		Attendance Management Guidance				
		Gaining the voice of the Child tools				

Strategic Aim: Strengthen data systems and early-intervention processes to prevent escalation of non-attendance.

Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Comment/Evaluation
Weekly monitoring meetings (pupil voice on agenda/minutes)	Earlier support and reduced persistent absence	Attendance systems	Reduction in pupils under 90%	SLT	March 2027	
Early-warning thresholds		Staff training	Logged early interventions	Attendance Lead		
Monitor and track engagement		Meeting time	Pre/Post baselines RE Staff confidence/ knowledge in early intervention actions	Pastoral Team		
Clear escalation routes focused on support			Pupil voice			

Strategic Aim: Build strong, trust-based partnerships with families.

Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Comment/Evaluation
Solution-focused communication	Improved parental engagement and faster resolution of concerns	Family First Team	Parent feedback	Pastoral Team	December 2026	
Early-stage meetings (pupil voice on agenda/minutes)	Stronger consideration of GIRFEC and holistic view of the child/family	School Welfare Officers	Improved attendance following meetings	Family First Team		
Practical family supports		Community links	Pupil and staff feedback throughout engagement	School Welfare Officers		
		Training on solution oriented practices and meetings				

Strategic Aim: Provide targeted, rights-based support for vulnerable learners.

Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Comment/Evaluation	
Audit, track and monitor vulnerable cohorts (pupil voice e.g. fishbone)	Improved attendance and belonging for vulnerable pupils	Multi-agency planning time	Cohort attendance data	Attendance Leads	June 2026		
		Support staff	Case reviews	SLT			
Strengthen staged intervention e.g. SMART Targets, review frequency, voice of the child/young person		Attendance Management Guidance	Pupil voice e.g. Fishbone	Inclusion Co-ordinator			
			Belonging Scale	Virtual School HT/DHT			
Improve implementation of evidence based practices			Measures within Attendance Management Guidance	Feedback from families			ASFL Staff
Assign trusted adults							Partners
Advocacy Services			Educational Psychologist				

Strategic Aim: Remove curriculum-related barriers and improve re-engagement pathways.

Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Comment/Evaluation
Consistent assessment of strengths and needs Flexible pathways Personalised learning plans (Pupil voice on planning and review) Reintegration planning (Pupil/parent voice on planning and review)	Increased engagement and sustained attendance	Curriculum planning time Alternative pathway provision Adaptive Teaching Additional Support for Learning Teachers	Engagement and attendance data Feedback from young people and families	DHT Curriculum Faculty Heads/PTs Partners – Thriving Communities, VASA, Ayrshire College Educational Psychologists	January 2027	

Strategic Aim: Ensure consistent, safeguarding-focused absence management.

Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Comment/Evaluation
Strengthen first-day contact Standardise absence follow-up Staff training	Improved safeguarding oversight and consistency	Training time Pastoral updates Admin support	Contact logs Safeguarding audits Decrease in TBCs Feedback from young people and families	Attendance and Safeguarding Leads	June 2026	

Strategic Aim: Strengthen governance of reduced learning hours.

Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Comment/Evaluation
QIM/QIO approval of reduced hours Termly audits Enhanced safeguards	Fewer and time-limited reduced-hours arrangements	Audit of arrangements Leadership oversight	Reduced-hours data Reintegration outcomes Feedback from young people and families on understanding and duration	Headteacher SLT QIMs/QIOs Inclusion Team	January 2027	

Strategic Aim: Secure sustained improvement through leadership accountability and evaluation.

Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Comment/Evaluation
Termly attendance reports Improvement plans (Pupil involvement in this evident) Professional learning for senior and middle leaders to strengthen leadership and accountability Standards and Quality reports (Pupil involvement in this evident) Celebrate progress	Sustained improvement and positive scrutiny outcomes	Leadership time Reporting tools Professional learning	Year-on-year attendance data Stakeholder feedback Stretch aim data and progress	Headteacher SLT Attendance Leads	July 2027	

Priority 1 – Relationship Policy to meet national expectations and to create a consistent, nurturing, and rights-based environment that supports wellbeing, inclusion, and positive outcomes for all learners. (Work to reflect Included, Engaged and Involved Priority above)

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Start and Finish Dates	Personnel responsible	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)	January 2027 Review
A school community that values positive relationships: - a focus on getting it right for pupils' social/emotional wellbeing. - ensuring that staff understand how best to support children at both a universal and targeted level regarding a relational approach (support and challenge). - a whole school needs analysis regarding positives and areas for	Staged model: Piloting the Positive Relationship Toolkit: 1. Whole school needs analysis using the evaluation checklist within the PR toolkit. 2. Scoping exercise re. training within toolkit – areas to focus that best meet schools context (via evaluation toolkit). 3. Creation positive relationships policy	Term 1 Evaluation checklist Term 2 Training scope – action enquiry projects for teachers implementing strategies. Term 2/3 Start creation of school policy re. positive relationships (pupil, staff and family views).	Emma (HT) Implementation Team within the school: individual with leadership role within Ballantrae and Colmonell, link EP, HT.	1. Evaluation checklist complete – strengths/development areas. 2. Whole staff scoping exercise re. training linked to evaluation strands. Increase staff/knowledge (training). Linked action research projects for staff regarding embedding focus intervention/support. Impact data from individual APDR action research projects. 3. First phase of new school position relationships policy – staff, family and pupils views sought (stakeholders such as children are listened to and able to share their views re. what Ballantrae/Colmonell PR policy should look like).	

development regarding embedding positive relationships. - The creation of our own school Positive Relationships policy - based on the authority materials within the toolkit.	(updating last policy) - coproduction with children, families & staff. Updated with information from Scottish Government re. consequences, pupil voice (UNCRC).			
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Priority 2 - Literacy - Oracy Year 2

Long Term Aim: Teaching oracy skills to children will have a significant and positive impact on their development. Incorporating oracy education into the curriculum will lead to well-rounded development, equipping children with the skills they need to thrive academically, socially, and emotionally.

1. Enhanced Cognitive Development
2. Improved Academic Performance
3. Increased Confidence and Self-Esteem
4. Better Social Skills
5. Preparation for Future Success
6. Enhanced Emotional Literacy

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Start and Finish Dates	Personnel responsible	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)	January 2027 Review
Building on the progress already made during Year 1 through CLPL, self-evaluation, and collaborative professional dialogue Year 2 of Oracy Development will focus on embedding consistent high-quality oracy practice across the school and developing measurable impact on learners.	<u>Develop a Whole-School Oracy Progression Framework</u> <u>Actions</u> • Create a progressive framework for talking and listening skills across all stages. • Identify key oracy skills, vocabulary and expectations at each level. • Link progression to Curriculum for Excellence experiences and outcomes. <u>Intended Impact</u> • Clear progression in oracy skills from Early Years to P7. • Increased consistency in expectations and practice across the school.	August 2026 - October 2026	Clare Sloan PT Ballantrae - Lead All Teaching Staff involved in development work	Observations of talking and listening in classes. Planning and Assessment Information Staff feedback and next steps. Pupil feedback By the end of the next improvement cycle:	

	- Increased staff confidence in planning and assessing oracy experiences. <u>Establish Consistent Pedagogical Approaches</u> <u>Actions:</u> - Agree whole-school approaches, routines and shared language for oracy. - Introduce high-quality discussion structures and talk protocols. - Create classroom environments which promote effective listening and discussion. <u>Intended Impact:</u> - Increased consistency in learner experiences across classes. - Improved quality of pupil dialogue and interactions. - Learners become more confident and articulate communicators. <u>Develop Approaches to Assessing Oracy</u> <u>Actions:</u> - Develop learner-friendly success criteria for speaking and listening. - Introduce self and peer assessment opportunities. - Gather evidence of learner progress through observations, recordings and pupil reflections. <u>Intended Impact:</u>	October 2026 - January 2027	Clare Sloan PT Ballantrae - Lead All Teaching Staff involved in development work	- Oracy strategies are consistently visible across all classrooms. - Learners confidently engage in collaborative talk and discussion. - Staff use shared language and agreed pedagogical approaches. - Children demonstrate increased confidence, resilience and emotional literacy. - Learners articulate their thinking clearly using appropriate vocabulary. - Improved attainment and engagement are evident across curricular areas. Long-Term Outcome Through sustained and strategic development of oracy, children will become confident, articulate and emotionally	
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	• Learners better understand effective communication skills. • Staff can monitor progression and identify next steps more effectively. • Increased learner ownership and reflection. <u>Embed Oracy Across the Curriculum</u> <u>Actions</u> • Ensure purposeful talk opportunities are evident in all curricular areas. • Incorporate oracy strategies into daily teaching and learning. • Develop interdisciplinary learning experiences with a strong communication focus. <u>Intended Impact:</u> • Learners use communication skills naturally across learning contexts. • Increased pupil engagement, participation and collaborative learning. • Stronger links between literacy, health and wellbeing and learning skills. <u>Increase Opportunities for Pupil Voice and Leadership</u> <u>Actions:</u> • Expand opportunities for presentations, debates, assemblies and pupil-led learning. • Develop leadership groups with a communication focus. • Encourage learner participation in decision-making across the school.	April 2027 - June 2027 Ongoing throughout session 2026-27	Clare Sloan PT Ballantrae - Lead All Teaching Staff involved in development work Clare Sloan PT Ballantrae - Lead All Teaching Staff involved in development work	intelligent learners who can communicate effectively, think critically, collaborate successfully and apply these essential life skills in school, relationships and future pathways.	
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	<u>Intended Impact:</u> • Increased confidence and self-esteem. • Improved leadership, collaboration and social interaction skills. • Learners develop transferable life and employability skills. <u>Strengthen Family and Community Engagement</u> <u>Actions:</u> • Continue to share the school's oracy vision with parents and carers. • Continue to provide strategies families can use to support speaking and listening at home. • Create opportunities for learners to present and perform within the wider community. • Develop Oracy Bags with parents <u>Intended Impact:</u> • Stronger home-school partnerships. • Increased learner confidence in real-life communication contexts. • Wider recognition of oracy as a key life skill. <u>Continue Professional Learning and Collaborative Enquiry</u> <u>Actions:</u> • Maintain opportunities for peer observations and professional dialogue. • Engage in practitioner enquiry focused on impact.	Ongoing throughout session 2026-27 Ongoing throughout session 2026-27	Clare Sloan PT Ballantrae - Lead All Teaching Staff involved in development work Parents - Oracy Bags Clare Sloan PT Ballantrae - Lead All Teaching Staff involved in development work		
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	• Continue networking with other establishments and sharing good practice. Intended Impact: • Continued development of high-quality pedagogy. • Reflective and research-informed practice becomes embedded. • Sustained momentum for improvement.				
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Priority 3 - Learning for Sustainability LSNG XL Project Learning Through Landscapes

The aim of the project is to develop a whole school approach through the uplevelling of all school staff. This upskilling will include training focusing on key environmental issues, climate change, risk management and increasing parental engagement, alongside sharing practical curriculum linked resources and underpinning evidence.

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Start and Finish Dates	Personnel responsible	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)	January 2027 Review
To deepen impact for school already on their outdoor learning journey through: - Funding and resources - Staff training - Ongoing support across a full year leading to systemic change. The project will: Improve attainment and engagement - - Embed outdoor pedagogy, resulting in sustained improvement in attainment and skill development. Better wellbeing and behaviour - - Provide consistent regulation and emotional support for pupil experiencing anxiety or disengagement. Stronger social skills and inclusion -	Whole school assembly - Learning through Landscapes and planning. Ongoing CLPL for staff (30 hours over the year) Whole school celebration coinciding with Ballantrae Food Festival	September 2026 - October 2026 September 2026 - June 2027 May 2027	Sarah Gregg, Michaela Brough and Kimberley Mackintosh (Colmonell) Outdoor Learning Leaders. Staff from Learning through Landscapes.	Attendance Pupil voice Staff voice	

• Create inclusive, collaborative learning environment benefiting all pupils and particularly those who struggle with traditional classrooms Greater environmental awareness - • Extend exposure to the outdoors leading to lasting attitudes towards sustainability and climate responsibility. Enhanced teaching practice - • Enable staff capability and cultural change ensuring sustainability beyond the project. Long-term school culture chang • Create a lasting legacy through the physical and cultural transformation of the school environment.				
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Appendix

Staff – Ballantrae	Staff - Colmonell
HT – Emma Robertson	HT – Yvonne Templeton
PT – Sara Gregg (0.5 fte)	PT – Kimberley Mackintosh (0.5fte)
Class Teacher – Michaela Brough	Class Teacher – Peter Low (0.5 fte)
Class Teacher – Sarah Gregg (0.5.fte)	Class Teacher – Natalie Howie (0.6fte)
Class Teacher – Erin Houston	Class Teacher – Rachel Brown (0.6 fte)
Class Teacher – Beth McRae (0.5fte)	
EYP – Anna Kosak	EYP – Heather McLennan
EYP – Bonnie Clark	EYP – Emma Gibson (0.6FTE)
EYP – Amy Mackintosh (0.6 fte)	EYP – Margaret McNeill (0.4FTE)
EYP – Gillian Baillie (P1/2) PEF (15 hours) and EYP 0.4 fte	Support Staff – Nina Roberts
Support Staff –	

