

IMPROVEMENT PLAN: 2025-2026



Articles 1, 2, 3, 12, 18, 23, 25, 28, 29, 30, 31



Our vision and ambition in South Ayrshire Educational Services is to achieve excellence and equity. We have the highest expectations for all learners so that they achieve their potential regardless of their circumstances. We want to achieve this in a context where we act with integrity in a climate of mutual trust and respect and have the highest ambition for every learner. It is our ambition to close the attainment gap while constantly stretching and challenging children and young people who are attaining at the highest levels to achieve more. Closing the gap while challenging every learner will guide and define the work of the educational services.



Doonfoot Primary and Early Years Centre Vision and Values

At Doonfoot Primary School we are proud to provide an inclusive, nurturing and stimulating learning environment where our pupils feel valued and inspired to achieve their full potential.

Our unique and stimulating environment provides all learners with the lifelong skills to meet the challenges of the future. Our vision, "*Education without walls*" demonstrates there are no barriers to our pupils' learning and the unique setting of our school, beside the beach, Greenan Castle, the River Doon and local parks, allows our pupils to experience a range of outdoor learning opportunities right on our doorstep.



Values

Following consultations with our school community, we continue to embed our school values. We are proud to be part of the Doonfoot community and we expect all within our community to uphold our values at all times:

1. RESPECT
2. HONESTY
3. KINDNESS
4. INCLUDED
5. RESILIENCE

How evidence for our School Improvement Plan was gathered

- Feedback from recent HMIE inspection findings
- Self-evaluation through quality indicators within HGIOS4, HGIOELCC and HGIOURS
- Annual monitoring calendar
- Observations of learning and teaching and pupil voice
- Pupil Committees
- School Peer Review/Improvement visits
- Moderation built into planning and assessment processes
- Monitoring of jotters
- Pupil Progress meetings to track pupil attainment and interventions for support and challenge
- Setting of appropriate targets with identified pupils on staged intervention
- Review of school policies
- CLPL programmes and feedback



- Professional review and development/ Professional Update
- Child, parent, staff and stakeholder surveys
- Summative and formative assessments
- Engagement and professional dialogue between staff during meetings
- Monitoring Pupil Equity Funding, by evaluating progress of interventions
- Team with The Family Meetings for pupils
- Evaluation of School Improvement Plan and PEF Action Plan



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

- Engaged and Included
- Outstanding learning, teaching and assessment
- Developing our curriculum
- Self Improving Service

National Improvement Framework Priorities

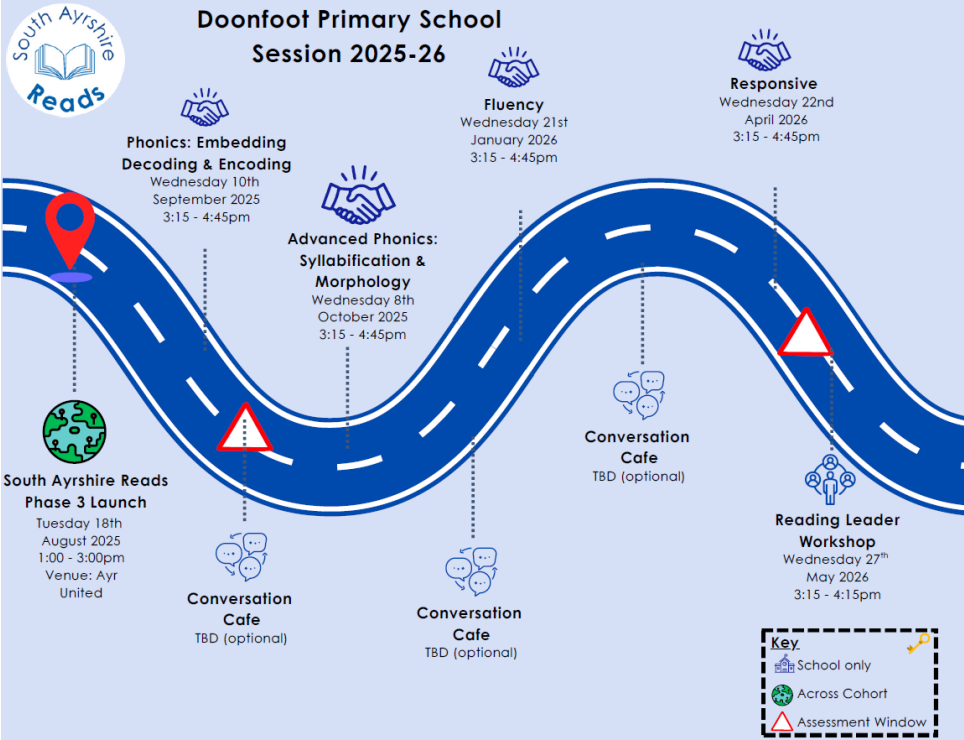
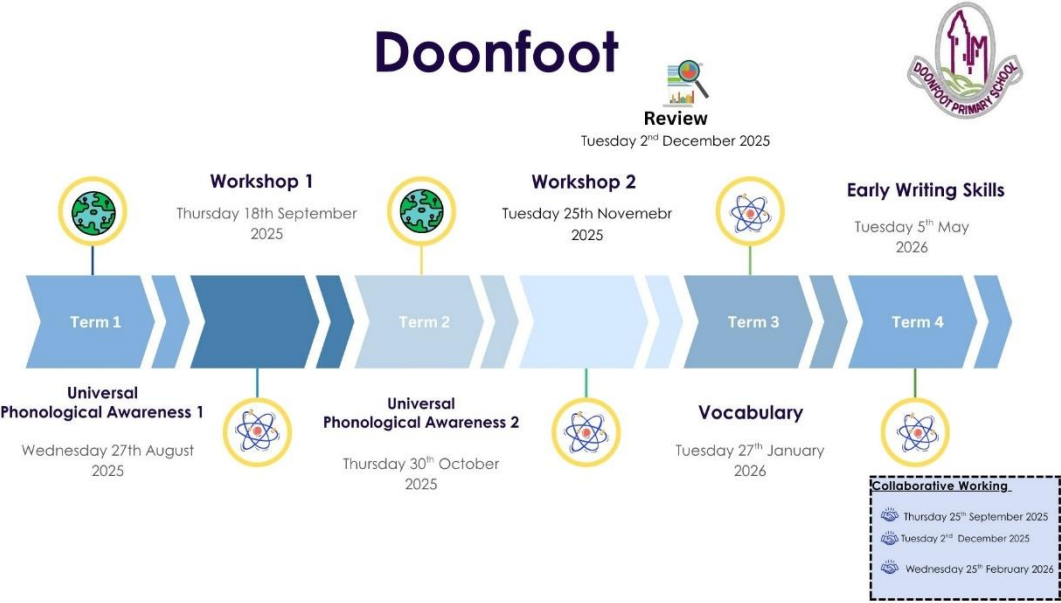
- Placing the human rights of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in employability skills and sustained positive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

MAINTENANCE AGENDA 2025/2026					
LEARNING AND TEACHING	CFE / RAISING ATTAINMENT	ASSESSMENT AND ACHIEVEMENT	SELF-EVALUATION	CLUSTER	Authority
<ul style="list-style-type: none"> • AifL strategies • MTV • Dyslexia and inclusive practice • Numeracy-continue with CPA approaches and Number Talks • Talk 4 Writing • Science and Outdoor Learning Experiences 	<ul style="list-style-type: none"> • Adaptive Teaching • Literacy, numeracy and health and wellbeing interventions • Boost groups • Attainment tracking 	<ul style="list-style-type: none"> • Staged Intervention-setting, evaluating and recording targets • Peer/self-assessment • GL/NSAs • Assessment and Moderation • Eco Schools Award • RRS Gold Award • Dyslexia and Inclusive Practice Award • Tracking wider achievements 	<ul style="list-style-type: none"> • HGIOS4, HGIOELCC and HGIOURS • Continued review of learning teaching and assessment policy • Sharing good practice and further moderation events 	<ul style="list-style-type: none"> • Transition programmes • Moderation Activities 	<ul style="list-style-type: none"> • The Promise

Priority 1: Authority Priority- South Ayrshire Reads

Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment Educational Services Improvement Plan 2023 - 2026					
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					
ALL SOUTH AYRSHIRE SCHOOLS 2025-2026					
SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
<p>To <i>develop confident and skilled readers in South Ayrshire</i> with a lifelong love of reading and the confidence to access all aspects of education, culture and society</p> <p>To <i>support and develop all education staff in South Ayrshire</i> to implement best practice through a culture of shared knowledge, collaboration and enquiry</p>	By June 2025 , ALL Phase 3 schools will have appointed a 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.	<p>The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders</p>	<ul style="list-style-type: none"> Role of reading leader discussed at planning meeting. Reading leader workshop dates agreed. Reading Leader meeting dates shared and agreed. RL MS TEAM accessed for updates, relevant information and collaboration. 	SAR PT's	June 2025
	By June 2025 ALL Phase 3 schools will have an identified SAR link person to direct enquiries / requests to.		<ul style="list-style-type: none"> South Ayrshire Reads strategy document Access to SAR Professional Learning ThingLink Link to SAR update video to be shared with school community 	SAR Team	June 2025
	By August 2025 ALL Phase 3 practitioners will have had the opportunity to take part in a SAR collaborative launch.		<ul style="list-style-type: none"> August Inservice Day SAR Launch Collaboration across the Phase 3 cohort 	SAR Team	August 2025
	By June 2026 , ALL Phase 3 schools will have participated in one reading leader-led workshop within their own setting, supporting the ongoing development of reading practice.		<ul style="list-style-type: none"> All Reading Leaders may attend four half-day sessions (September 2025, November 2025, January 2026, and April 2026) focused on building capacity and providing the knowledge and skills needed to lead impactful reading workshops within their own schools—both with staff and with parents—as part of a wider drive to raise attainment in reading. 	LW	June 2026
	By June 2026 ALL Phase 3 education staff will have had the opportunity to engage in bespoke high-quality CLPL.		<ul style="list-style-type: none"> All CLPL is grounded in the Science of Reading, with a particular focus on embedding phonological awareness, phonics, fluency, and vocabulary—tailored to the specific needs of each school. 	SAR PT's	June 2026
	By June 2026 ALL Phase 3 education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest.		<ul style="list-style-type: none"> Additional sessions—such as Critical Literacy, Disciplinary Literacy, Play-based Literacy, and Debating—will be planned, created, and delivered by the SAR Team to build on and enhance existing knowledge and practice. 	SAR Team	June 2026
	By June 2026 ALL Phase 3 education staff will have had the opportunity to develop their practice in collaboration with the SAR team.		<ul style="list-style-type: none"> Collaborative activities include workshops, professional discussions, coaching sessions, and model video analysis. 	SAR PT's	June 2026
	By June 2026 ALL Phase 3 establishments will have had the opportunity to engage with		<ul style="list-style-type: none"> Access to CLPL sessions focused on the interpretation, analysis, and evaluation of 	HMcB	June 2026

	assessment implementation and data analysis from their setting.		learner attainment to measure impact and inform next steps. <ul style="list-style-type: none">o Opportunity to attend workshops and drop-in sessions focused on data literacy.		
	By June 2026 ALL Phase 3 school will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities		<ul style="list-style-type: none">o Reading Schools and Reading for Enjoyment CLPL opportunitieso Communication Friendly Environmentso Developing Writing through SAR	JM HMcB SL	June 2026
	By June 2026 ALL parents will have had opportunity to engage with workshops and learning sessions based on supporting their child's reading development co-led by Reading Leader.		<ul style="list-style-type: none">o Reading Leader will attend SAR led session prior to delivery of Parent Engagement Workshopo Notification of and access to authority SAR family engagement session / resources	Reading Leaders & SAR PT's SL	June 2026



Priority: 2 Raising attainment in literacy and numeracy, by increasing pace and challenge for all learners, through Adaptive Teaching, Communication Friendly Environments and consistent approaches to learning and teaching.

HGIOS 4 / HGIOELC Q.Is 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2 / SAC P1,2/ CSP 1,2 / ESP 2, 3, 4 / NIF 1, 2

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<p>Listening and Talking</p> <p>To improve language and communication skills across the school.</p> <p>To support the communication of everyone who accesses the school environment.</p>	<p>South Ayrshire Communication Friendly Environments Project</p> <p>Use self-evaluation paperwork to achieve:</p> <ul style="list-style-type: none"> ➤ Learning Environment ➤ Supportive Learning Approaches ➤ Adult Interaction Styles ➤ Nurturing Communication ➤ Career-long professional learning <ul style="list-style-type: none"> • CLPL for staff around communication friendly environments. • Meeting with mentor to review evidence. • Accreditation or action plan provided. • Communication Friendly Buddy Training will take place for P7 in Term 1 and training for P6 in Term 3. • Administer Pre and post questionnaire to older buddies. 	<p>Audrey Gray</p>	<p>Aug 2025-June 2026</p>	<ul style="list-style-type: none"> • School, Communication Base and EYC will achieve further communication friendly accreditation. • Over 85% of children in the EYC and communication base will achieve their communication and language, developmental milestones. • Listening and talking attainment levels across P1,4 and 7 will increase by at least 3% (from 87% to at least 90% by June 2026). • P6 and 7 pupils will demonstrate an improvement in the pre and post questionnaires linked to buddies. • Pupil confidence in supporting children with communication needs will increase. • Inclusive practice will be further developed within the school. • School community will be confident in Makaton signing, which will ensure continuation of inclusive practice.

	<ul style="list-style-type: none"> Continue with Makaton sign of the week for home and school. Parent Council to share on social media. Makaton to continue to feature in school services and assemblies. 			
<p>Reading</p> <p>To encourage a whole-school culture of reading for pleasure, benefiting learners' attainment, wellbeing, critical thinking, creativity, empathy, and resilience.</p> <p>To improve attainment levels in reading through a consistent approach to the teaching of reading skills.</p>	<p>Reading for Enjoyment and understanding</p> <ul style="list-style-type: none"> Introduce Accelerated Reader to encourage reading for enjoyment and improved comprehension. Staff to be trained in using Accelerated Reader and how to analyse results of assessments. Use assessments such as star reader to assess comprehension. Purchase additional books at certain levels using Book Fair profits. Reading committee to continue to take responsibility for the library, provide topic related books and continue to encourage a positive and inclusive reading culture. 	Caroline Keir	Aug 2025- June 2026	<ul style="list-style-type: none"> STAR assessments will show that almost all pupils have improved their reading age from the baseline assessment. Children entitled to PEF funding will improve their reading age by at least 5 additional months in a 4-5 month period. The number of children achieving the appropriate band in reading scores in NSAs will increase by 3% in P1, P4 and P7. Almost all children in P3 and P6 will achieve a standardised GL reading score of 90 or above. Reading motivation questionnaire/survey will show an improvement in scores from baseline. Reading attainment will increase by a further 3% from last session for P1,4 and 7 combined. The Reading Committee will ensure the school achieves Reading

	<ul style="list-style-type: none"> • Ensure pupils are able to access a diverse range of books from the dyslexia and inclusion library section. • Continue on the journey to becoming a Reading School by gathering evidence towards: core, silver and gold accreditation. <p>*See above for South Ayrshire Reads Priority.</p>	<p>Paula Greig Diane Buchanan</p>		<p>Schools Accreditation from the Scottish Book Trust and Education Scotland.</p>
<p>Writing</p> <p>To raise attainment in writing, through carefully planned approaches.</p>	<p>Writing</p> <ul style="list-style-type: none"> • Ensure staff provide daily writing opportunities for all children. • Staff to follow writing policy expectations. • Link with schools who have improved writing attainment to share best practice. • Writing moderation across school and cluster • Particular focus on raising writing attainment at second level. ➤ Mark Making (EYC)- Further opportunities for mark making opportunities across the playroom. ➤ Provocations linked to planning and children's interests. 	<p>Diane Buchanan</p>	<p>Aug 2025-June 2026</p>	<ul style="list-style-type: none"> • A consistent approach to teaching writing will be evident from planning, observations, jotter monitoring, floor books and through Learning, teaching and assessment policy. • Writing attainment will increase by a further 3% across P1,4 and 7 combined. (10% increase over the past three years and 3% gain this session). • Talk for Writing assessments will show added value from cold task to hot write. Staff will moderate across stages and levels. • Room monitoring and observations will show an increase in the number of opportunities for pupils to mark make across the EYC. • There will be an increase in the number of children achieving their

	<ul style="list-style-type: none"> ➤ Fine motor skill activities to be set up. ➤ Age and stage appropriate resources to be available. • Progressive writing plan: ➤ Helicopter stories (EYC, P1, P2) ➤ Poetry Basket (EYC, P1, P2) ➤ Big Writing (P3-7) ➤ Talk for Writing (P1-7) ➤ Daily Writing (EYC-P7) 			<p>mark making developmental milestones.</p> <ul style="list-style-type: none"> • There will be evidence of mark making opportunities on area planners. • Quantitative data from footfall in mark making areas will increase. • Further assessment and moderation activities with schools in the cluster will strengthen teacher professional judgement against the benchmarks, ensuring shared standards in attainment.
<p>Numeracy</p> <p>To improve numeracy attainment by strengthening staff skills in delivering effective numeracy pedagogy.</p>	<p>Numeracy</p> <ul style="list-style-type: none"> • Further numeracy training for new staff in relation to Number Talks and concrete, pictorial and abstract approaches to be delivered by the lead. • Staff to continue to access the wide bank of resources saved within TEAMS. 	Gillian Rodger	Aug 2025-June 2026	<ul style="list-style-type: none"> • Numeracy attainment will increase by 3% across P1,4 and 7 combined. • The number of children achieving the appropriate band in numeracy scores in NSAs will increase by 3% in P1, P4 and P7. • Almost all children in P3 and P6 will achieve a standardised GL maths score of 90 or above. • Questionnaires will continue to show an increase in staff confidence in the teaching of Number Talks and Concrete, Pictorial and Abstract approaches. • Classroom observations will demonstrate that almost all staff have a consistent approach to teaching numeracy.
<p>Adaptive Teaching</p> <p>To improve attainment levels in literacy and numeracy by</p>	<p>Adaptive Teaching</p> <ul style="list-style-type: none"> • Share PowerPoint of the current school journey with 	Rebecca Jamieson	Aug 2025-June 2026	<ul style="list-style-type: none"> • Almost all classroom observations will show the Doonfoot Non-negotiables for Adaptive Teaching

<p>meeting the needs of all pupils using adaptive teaching methodology.</p> <p>To ensure appropriate pace and challenge for our most able learners.</p> <p>To enhance learner engagement, motivation, and achievement by embedding the theory of Multiple Intelligences into learning, teaching and assessment, ensuring all children and young people can develop as successful learners, confident individuals, responsible citizens and effective contributors.</p> <p>To ensure pupils are setting and achieving SMART targets to support their learning.</p>	<p>all staff at Inservice Day and plan next steps.</p> <ul style="list-style-type: none"> • Reinforce Doonfoot Non-negotiables • Continue to build on the work of the Adaptive Teaching Project, to ensure appropriate pace and challenge for the highly able learners, based on their suggestions from HGIOURS in both literacy and numeracy. • Pupil focus groups to be consulted, to ensure they feel appropriately challenged. • Scaffold supports to be visible on walls, shared with children and observed during classroom monitoring. • Monitoring paperwork to reflect Adaptive Teaching and Doonfoot Non-negotiables. • 'Choose to improve' jotters will be implemented in all classes as suggested by pupils to ensure work towards targets is evidenced. • Multiple Intelligence (MI) lessons will be taught in all classes at the start of session to ensure pupil awareness. 			<p>are evident in the room. Pupil voice will reflect this.</p> <ul style="list-style-type: none"> • Scaffolding supports will be available in all classes and will support children to learn. • The percentage of children achieving national expectations across P1,4 and 7 will increase by 3% in literacy and numeracy. • Pupil focus group surveys will show that almost all pupils feel appropriately challenged and consulted in their learning. • Parental survey will show parents understand the benefits of Adaptive Teaching on meeting the needs of all learners. • HGIOURS will be used with pupils for Pace and Challenge and will demonstrate improvements from baseline to follow up survey with targeted pupils. • Pupils will be able to talk confidently about their targets and how they work to achieve them. • Pupils success will be celebrated at assemblies and in classes.
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	<ul style="list-style-type: none"> Continue to celebrate MI's at assembly. 			
<p>Learning, Teaching and Assessment</p> <p>To ensure children experience appropriate pace and challenge through consistent approaches to learning and teaching.</p>	<p>Learning, Teaching and Assessment Policy-Expectations</p> <ul style="list-style-type: none"> Further embed Learning, Teaching and Assessment Policy. Revisit See, Hear and Feel poster with pupils, staff and parents. Review the Doonfoot Non-negotiables to ensure they are still relevant. Ensure Gold Standard Lesson criteria is followed. Ensure marking code is agreed and used by all. Focus on jotter presentation and standards (Handwriting focus/Jotter Monitoring to take place termly). Perfect presentation Award to be included in assemblies. 	Sarah Flint	Aug 2025-June 2026	<ul style="list-style-type: none"> Pupils will experience work at the correct pace and level of challenge. Classroom observations will demonstrate that almost all teachers' lessons are at an appropriate pace and build on prior learning. Almost all pupils will agree that their work is at the correct level through pupil surveys. There will be a clear improvement in standards and presentations demonstrated through jotter monitoring.
<p>Play based Learning/ Experiential Learning</p> <p>Children will develop skills for lifelong learning and work by progressing through the meta skills framework.</p>	<p>Play based Learning/Experiential Learning</p> <ul style="list-style-type: none"> EYC and P1 staff to share the very good practice recognised by HMIE in relation to play based learning with all staff. Staff to implement Play-based/experiential learning across all stages of the school. 	Rebecca Jamieson	Aug 2025-June 2026	<ul style="list-style-type: none"> Assessments will evidence the meta-skills pupils are developing. Staff confidence in delivering play-based learning and experiential learning will increase across the session.

	<ul style="list-style-type: none"> • Staff to engage in CLPL around play and meta-skill development. • Focus on meta-skills through enquiry-based learning in the upper primary. 			
<p>Tracking Attainment over time</p> <p>To further raise attainment through robust tracking systems.</p>	<p>Tracking Attainment over time</p> <ul style="list-style-type: none"> • SLT to ensure rigorous tracking of all cohorts of children over time. • SLT to use South Ayrshire Tracker and CFE data tracking. 	SLT	Aug 2025-June 2026	<ul style="list-style-type: none"> • We will continue to increase attainment over time for literacy and numeracy across our P1,4 and 7 cohort (Target +3%). • Individual cohorts will be tracked to ensure early intervention and that all pupils are making expected progress.

Priority: 3 Improving pupil experiences and attainment across a range of curricular areas, with a particular focus on, Physical Education, Religious and Moral Education and Digital Technology.

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<p>PE</p> <p>To enhance pupils' physical education experiences through targeted skill development.</p> <p>To improve consistency and confidence of staff in delivering high quality PE to pupils.</p>	<p>PE</p> <ul style="list-style-type: none"> • Sport-specific CLPL will be provided at the beginning of each block of lessons to ensure staff feel confident and upskilled in their delivery. • Ensure all staff use the progressive PE planners and annual overview. • Staff to continue to track the skills achieved by pupils. • 	<p>Fraser Baird</p>	<p>August 2025- June 2026</p>	<ul style="list-style-type: none"> • Pupils will experience high quality PE lessons focussed on progressive skills. • Almost all children will achieve the appropriate skills in each sport and will attain at the appropriate level.
<p>RME</p> <p>To ensure pupils experience a range of religious observances across the year.</p>	<p>RME</p> <ul style="list-style-type: none"> • A progressive RME Programme will be created across the school. • Upper pupils will have opportunities to compare and contrast different world religions. • The school will ensure the Scottish Government's recommendations of a minimum of six religious observance events (Time for Reflection) per year, plus festivities like Christmas, Easter, Diwali, Eid, and 	<p>Paula Greig/Sarah Flint</p>	<p>August 2025- June 2026</p>	<ul style="list-style-type: none"> • All pupils will have opportunities to experience 'Time for Reflection' • Pupil will celebrate a range of religious events and celebrations. • The school will meet the Scottish Governments recommendations on religious observance.

	<p>Holocaust Memorial Day are celebrated.</p> <ul style="list-style-type: none"> • Assembly overview will be updated to reflect guidance. <p>*Parents retain the legal right to withdraw their child from religious observation. The UNCRC give weight to children's views being considered.</p>			
<p>Digital Technology</p> <p>To enhance pupils learning across the school though the use of digital technology.</p> <p>To upskill staff to ensure digital technology is enhancing pupil experiences and adding benefit to their learning.</p>	<p>Digital Technology</p> <ul style="list-style-type: none"> • Further CLPL for staff around digital learning and the use of AI and Call Scotland resources. • Digital Lead will support staff to access all the features of Microsoft Teams. • Staff to use the online school diary to ensure better communication across the school and to parents. • Pupil Digital Leaders to continue to support children across the school. • Some of the current P6 digital leaders to remain as part of the digital leader team and take responsibility for coding club/digital clubs overseen by Digital Lead. • Assist all pupils to become more familiar with all the digital equipment that is 	Liz Cairns	August 2025-June 2026	<ul style="list-style-type: none"> • All staff will use the online diary, ensuring improved communication across the school community. • Staff will access a range of functions on teams to support pupils' learning. • Pupil digital leaders will upskill staff and other pupils in the use of digital technology including microbits, coding and Lego spike prime. • Pupils will have access to a range of digital devices, clubs and competitions. • Staff will be upskilled in the teaching of digital technology to enhance different areas of the curriculum.

	<p>available for use in the school.</p> <ul style="list-style-type: none"> • Ensure all pupils become more familiar with any equipment that is borrowed from the digital lending library. • The Digital leaders will teach other classes how to use Microbits and extension packs. • Pupils will become familiar with the Lego Spike Prime robots in preparation for the First Lego League project. • A coding club will be set up by P7 digital leaders. • A progressive plan of digital support linked to IDL to be created 			
<p>Tracking attainment over time</p> <p>To raise attainment in all curricular areas and ensure thorough tracking of attainment over time.</p>	<p>Tracking attainment over time</p> <ul style="list-style-type: none"> • SLT will ensure a robust tracking system is used to track attainment across all curricular areas, similar to that of Literacy, Numeracy and HWB. 	SLT	August 2025-June 2026	<ul style="list-style-type: none"> • Tracking will demonstrate an increase in attainment across all curricular areas. • Almost all pupils will attain at the appropriate CFE level across, Early, First and Second Level.

Pupil Voice

Pupil Council

Pupil voice heavily influences our school improvement planning. The Pupil Council will share our school improvement plan in a parent/child friendly version.

- HT to share school improvement plan with Pupil Council.
- Pupil Council to create a child friendly/digital version.
- Pupil Council to share the plan with the Parent Council.
- Create a wall display to evidence the impact of School Improvement Plan.

Pupil Council

Aug 2025-
June 2026

- All children will be aware of our school improvement priorities.
- Pupils will lead learning and will share the impact of school improvements with the school community.
- Pupils will self-evaluate progress using HGIOURS.

P7 Ambassadors

P7 Ambassadors will lead areas of school improvement based on pupil interests and suggestions.

- Ambassadors to apply for role in the school.
- Ambassadors to carry out pupil surveys

P7
Ambassadors

- Pupil ambassadors will evidence their impact on the 'You said...We did...' board.
- Pupil consultation will show that pupils feel their views are valued.

PEF Funding

The school continues to receive £31,850 of Pupil Equity Funding this session. This will be used to fund an additional half day per week of the pupil support teacher. Her role will be to oversee the PEF plan and to monitor the delivery of a range of Literacy, Numeracy and HWB interventions and their impact on attainment. She will track attendance and late coming and the impact of the walking bus. We have also allocated additional school assistant hours to support the delivery of targeted literacy, numeracy and HWB interventions. 2.5 hours of school assistant time will be used to support the walking bus to improve pupil attendance and reduce late coming.

Interventions include:

- Nurture
- Draw and Talk
- 5 min box (Literacy and numeracy)
- Nessy spelling
- ReadingWise/Reading Wise decoding
- Toe by Toe/ Word Wasp
- Resources for dealing with anxiety and anger
- Access to the Hub and Sensory Room
- Life skills- Baking, crafts
- Attendance and Late Coming-Walking bus

Kirsten Auld

Aug 2025-
June 2026

Full details on how these interventions will be implemented and measured can be found within our PEF action plan.