

Glenburn Primary School

IMPROVEMENT PLAN: 2025-2026





Our Vision, Values and Aims

Our school vision, values and aims are at the heart of the actions and behaviours of our whole school community. We are passionate about providing rich learning opportunities for all of our children which will support them to develop their talents, interests and capabilities and realise their fullest potential. This is encompassed in our current school vision: **To be the best that we can be.**



Values

Honesty	Respect	Responsibility
Teamwork	Friendship	Inclusion

Aims

Our school aims are founded on the shared values and ambitions of the school and its wider community. They take account of the needs of the pupils and reflect the improvement objectives of South Ayrshire Council. These objectives give a framework from which priorities in the School Improvement Plan will be developed. By having a clear vision and promoting our values in all that we do, the aim at Glenburn Primary is to allow our pupils to develop as:

Successful Learners

Confident Individuals

Responsible Citizens

Effective Contributors

South Ayrshire Vision

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 educational services.

Local and National Improvement Objectives

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

Glenburn Primary School School Improvement Plan 2025 – 2026

PRIORITY OVERVIEW

Priority 1 Learning, Teaching and Assessment

Adaptive Teaching
Assessment Strategy
Pupil Voice
Pupil Leadership
Technology
Rights Respecting School

Priority 2 Attainment in Literacy and Numeracy

South Ayrshire Reads
Dyslexia Inclusive Practice
Problem Solving
PUMA Maths Assessment

Priority 3 Improvement in HWB

Nurture and Wellbeing
Music Therapy
Life Skills Programme in P6
Skills Development Scotland
Meta Skills
PEF



Maintenance Agenda

MAINTENANCE AGENDA 2024/2025

LEARNING AND TEACHING	CFE / RAISING ATTAINMENT	ASSESSMENT AND ACHIEVEMENT	SELF-EVALUATION	CLUSTER
<ul style="list-style-type: none"> *Curricular planning *Spanish and French *Higher Order Thinking Skills 	<ul style="list-style-type: none"> * PEF – Tracking and Monitor * Pupil Progress Meetings * Data Analysis * SNSA and GLs * Accelerated Reader * Schonell Spelling * Wellbeing Web 	<ul style="list-style-type: none"> * Planned Assessments * Moderation of Writing * Moderation of Numeracy * Accelerated Reading P4-P7 * SEEMIS – Tracking in BGE * Learning Journals 	<ul style="list-style-type: none"> *PDR/PRD *Engaging with Professional Update *Daily in staff practice *Monitoring Programme 	<ul style="list-style-type: none"> *Tracking attainment in Literacy, Numeracy and Health and Wellbeing *Cluster Champions – Literacy, Numeracy and Health and Wellbeing *Enhanced Transition

Ongoing school developments moved to the Maintenance Agenda	Staff Lead
Continue to deliver quality French and Spanish lessons across all stages following our progressive planner.	C.Martin
Deliver Talkboost programme to groups of identified P2 pupils.	C. Morrison
Increase opportunities across the year to share learning with parents/carers	All staff
Embed STEM planned learning in Term 3 across the school.	C. Martin S. Bentley
Embed phonic progression across the school using progressive planners building on literacy skills at each stage.	All staff
Extend provision for active after school clubs in partnership with Active Schools	K. Blackwood
Evaluating curriculum planners and assessment files across all areas and all stages.	SLT
Further develop the use of the WOKE reading materials across the school to develop knowledge and understanding of diversity and resilience.	C. Martin
Continue to use Boxall Assessments to identify specific wellbeing targets for pupils. Create planned sessions based on Boxall criteria and evaluate ongoing progress.	C. Martin
Embed the use of new Learning Journals across the school ensuring that pupils are evaluating their learning, identifying next steps in learning and setting targets.	G. Lang K. Blackwood

PRIORITY 1: LEARNING, TEACHING AND ASSESSMENT

<u>NIF Priority:</u> Improvement in attainment, particularly in literacy and numeracy. Improvement in Employability Skills		<u>HGIOS 4/HGIOELCC QIs</u> 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family Learning 2.6 Transitions 3.1 Ensuring Wellbeing, Equality and Inclusion	<u>School as a Learning Organisation:</u> Developing and sharing a vision centred on the learning of all students Creating and supporting continuous learning of all staff Promoting team work and collaborating among all staff Establishing a culture of enquiry, innovation and exploration Embedding systems for collecting and exchanging knowledge and learning Learning with and from the external environment and larger learning system Modelling and growing learning leadership		
<u>NIF Drivers:</u> Teacher professionalism; Parental engagement; Assessment of children’s progress; School Improvement; School Leadership Performance Information					
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead	Completion Date	How Will We Measure Impact On Children and Young People?	
Learners will be motivated and actively engaged in a rich curriculum which provides breadth, depth and progression and is appropriate to the needs of all learners.	Introduction of assessment strategy and implementing across all stages and levels.	G. Hartley/C. Martin	May 2026	Progress towards securing these targets will be informed by:	
	Implement calendar of SAR assessments used across Literacy.	G. Lang (Reading leader)	May 2026	*Termly SLT evaluation of curriculum planning and assessment files across all stages.	
Assessment is integral to our planning of learning and teaching.	Implement PUMA maths assessments and monitor the impact assessment has on identifying next steps for pupils.	S. Bentley	May 2026	*A robust timetable of assessments that allows for information across the year to be discussed and used to determine next steps in learning.	
We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding and skills.	Ensure consistency and content of class assessment folders to track pupil progress across all curricular areas in BGE.	G. Hartley	May 2026	*Self -evaluation - do we have the depth of assessment information required to make robust judgements regarding where pupils are in line with national expectations.	
Our assessment evidence is valid and reliable.	Continue to provide opportunities for staff to engage with data and build a robust understanding of handling and using data effectively amongst all staff to secure improvement and professional judgement at each stage.	G. Hartley	May 2026	*Pupil interest and evaluations regarding learning and teaching.	
Assessment processes will be meaningful and actionable.	Continue to involve staff in moderation activities across stage, level and cluster working using class collated data to provide sound judgements about pupil progress.	G. Hartley	May 2026		

<p>Class teachers will increase their understanding of the benefits of adapting planning, teaching and assessment to meet the needs of their learners.</p> <p>Learners will be consistently able to talk confidently about their personal targets and their strengths and next steps in learning.</p> <p>Learners will receive high quality feedback that enables them to identify their strengths and next steps in learning.</p>	ADAPTIVE TEACHER PROGRAMME - PLAN BELOW	G.Hartley/C. Martin	June 2026	<p>Progress towards securing these targets will be informed by:</p> <ul style="list-style-type: none"> *Adaptive Teaching evaluations *Monitoring Strategic Planning Files. *Termly Pupil Progress Meetings *Sampling views – pupils, staff, and parents. *Learning conversations with pupils *Informal/formal observing learning experiences both within and out with the classroom. *Learning conversations with staff, partner agencies (relevance of learning, developing and application of skills for learning, life and work, entrepreneurial experiences, impact of experiences) *Feedback from pupils, parents, partners. *Technology working group meeting notes *Displays created in school
	Continue to review how class teachers and school assistants provide high quality feedback to our learners that leads to pupils identifying their strengths and their next steps in learning.	SLT	June 2025	
	Continue to develop the use of learning journals for children to evaluate their progress and achievements. Pupils will use feedback from class teachers to set learning targets.	SLT	May 2026	
	Further develop innovative and creative ways to self-evaluate school approaches to learning and teaching with staff, pupils, parents/carers and partners to secure school improvements.	G. Hartley	May 2026	
	Further develop pupil voice and work with groups of learners across all stages to evaluate the quality of the work of the school using "wee HGIOS" and agree actions across the school for improvement. Work with groups of learners at First and Second Level to create 'child friendly' SIP.	G. Hartley	June 2026	
	Re-establish Pupil Council with pupils from P3-P7 ensuring that pupil voice is well established across the school. Establish themes to be explored that are different from House Captains and RRSA – groups who also explore and address themes across the school.	C. Martin	Oct 2025	
	Begin to create planned themes for pupil groups to explore, evaluation and act upon in order to improve the school environment, learning and teaching, resources and wider achievement.	G. Hartley/C. Martin	Oct 2025	
	Implementation of the SAC Technology planning and framework across all stages.	L. Walker	June 2026	
	Continue to develop staff confidence, knowledge, skills and understanding of effective ways to use digital technologies to enhance learning and teaching.	L. Walker	June 2026	
	Develop in school CLPL opportunities throughout the year and monitor the use of digital technology in each class.			
	Review Technology resources and refresh Apps and any resources that will enhance learning and teaching in technology and across other areas of the curriculum.	L. Walker	June 2026	

South Ayrshire Service Plan Priority 2: Outstanding Learning, Teaching and Assessment

Priority:

To improve our approaches to differentiation/adaptive teaching in our classrooms ensuring we meet the needs of ALL our learners.

ALL SOUTH AYRSHIRE SCHOOLS 2024-2025

Aims	Actions	Intended Impact	Resources	Measures	Completion Date
<i>To increase all teaching staff's understanding of the benefits of adapting planning, teaching and assessment to meet the needs of their learners.</i>	Initial meeting with SAL Team to plan 4 Inputs and 2 Sharing Sessions. Key Lead(s) to be identified and meet SAL Team to establish role and responsibilities.	Plan effectively to meet learners' needs:	Adaptive Teaching Programme: Commitments.	Staff survey (pre and post).	June 2025
	All baseline surveys will be carried out: learners and staff online surveys and Learner Focus Groups by Key Lead(s) and SAL Team. SAL Team will collate all baseline data, produce a report, and share with Headteacher.		Microsoft Form: staff survey and learner surveys.		September 2025
	All teachers read, discuss, and reflect on article: Adaptability: An important capacity for effective teachers – Collie and Martin (2016) before to Input 1.		WEE HGIOS Learner Focus Group questions.		August/September 2025
<i>To enhance all teaching staff's confidence of how to adapt planning, teaching and assessment to meet the needs of their learners.</i>	All teachers: <ul style="list-style-type: none"> - attend Adaptive Teaching Input 1: The Adaptive Learning Environment. - Share and celebrate good practice - Whole school self-evaluation: What are we doing well? - Introduced to Thinglink of resources to support self-evaluation and professional learning. 	Identify the potential barriers to learning and plan differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner.	Article – Adaptability: Collie and Martin (2016).	Learner Survey (pre and post).	September 2025
<i>To evidence an increase in the use of adaptive teaching strategies to meet learner's needs through observations of teaching practice.</i>	Test of Change All teachers: <ul style="list-style-type: none"> - complete Self-evaluation Checklist with another colleague. - explore the Thinglink/use WEE HGIOS to consult their learners. - identify an adaptation using self-evaluation checklist and learner consultation. - complete the Adaptive Learning Environment Planning Template. - put adaptations in place. Key Lead to complete the Planned Adaptation Tracker and share with SAL Team. SAL Team visit.		Adaptive Teaching Thinglink.	Learner Focus Groups (pre and post).	September 2025
			The Adaptive Teacher Self-Evaluation of Classroom – Checklist.	Classroom observation notes, feedback (peers, SLT, SAL).	November 2025
			The Circle Framework and the Inclusive Classroom.	Staff professional development and review process.	
<i>To indicate some improvement in the learning experience using feedback from a group of learners.</i>	Sharing Session 1 Key Leads/HT identify members of staff to present good practice. All teachers: <ul style="list-style-type: none"> - attend Sharing Session. - complete Self-Evaluation: Stop/Start/Continue Reflection Sheet 		The Adaptive Teacher – Planned Adaptation Tracker	Staff planning and evaluation documents.	November 2025
	All teachers: <ul style="list-style-type: none"> - complete Scaffolding Self-evaluation sheet. - attend Adaptive Teaching Input 2: Scaffolding (visual, verbal, written and concrete). 		Stop, Start, Continue – Self-evaluation sheet.	Analytics from shared online space (comments,	November 2025
			The Adaptive Teacher Self-evaluation Sheet: Scaffolding		

<ul style="list-style-type: none"> - Share and celebrate good practice: Whole school self-evaluation: What are we doing well? - To develop an area of scaffolding. 	<p>Test of Change</p> <p>All teachers</p> <ul style="list-style-type: none"> - complete the Adaptive Learning Scaffolding Planning Template. - develop an area of scaffolding in their class to support/challenge their learners. <p>Key Lead to complete the Planned Adaptation Tracker: Scaffolding and share with SAL Team.</p> <p>SAL Team visit.</p>		The Adaptive Teacher Thinglink.	<p>resources, access to the tool kit and materials).</p> <p>Tracking data on learner progress.</p> <p>Assessment data – summative and formative including teacher professional judgement.</p>	February 2026
	<p>All teachers:</p> <ul style="list-style-type: none"> - attend Adaptive Teaching Input 3: Supporting Highly Able Learners. - Share and celebrate good practice - Whole school self-evaluation: What are we doing well? - Identify an area of development. 		<p>Scaffolding Posters.</p> <p>The Adaptive Teacher Thinglink.</p> <p>Adaptive Learning Planning Template – Scaffolding.</p> <p>Planned Adaptation Tracker: Scaffolding.</p>		February 2026
	<p>All teachers:</p> <ul style="list-style-type: none"> - attend Adaptive Teaching Input 4: Digital OR Bespoke - Share and celebrate good practice - Whole school self-evaluation: What are we doing well? - Identify an area of development. 		The Adaptive Teacher Thinglink.		March 2026
	<p>Test of Change</p> <p>All teachers</p> <ul style="list-style-type: none"> - complete the Adaptive Teacher Planning Template: Highly Able Learners/Digital - focus on challenging highly able learners/embed the use of digital tools to meet the needs of learners. <p>Key Lead to complete the Planned Adaptation Tracker: Highly Able Learners/Digital and share with SAL Team.</p> <p>SAL Team visit.</p>		<p>The Adaptive Teacher Thinglink.</p> <p>Planned Adaptation Tracker: Highly Able Learners/Digital.</p> <p>Adaptive Teacher Planning Template: Highly Able Learners</p>		May 2026
	<p>Sharing Session 2</p> <p>Key Leads/HT identify members of staff to present good practice.</p> <p>All teachers:</p> <ul style="list-style-type: none"> - attend Sharing Session. - complete Self-Evaluation: Stop/Start/Continue Reflection Sheet. 		Stop, Start, Continue – Self-evaluation sheet.		May 2026
	<p>Complete all post surveys: learners and staff online surveys a</p> <p>Key Lead and SAL Team to complete Learner Focus Groups.</p> <p>SAL Team to collate all endline data, produce a report and share with Headteacher.</p> <p>HT/SAL Team use report to inform SQR/SIP for 2026-27.</p>		Microsoft Form – staff and learner surveys. WEE HGIOS Learner Focus Group questions.		June 2026

PRIORITY 2: IMPROVEMENT IN ATTAINMENT IN LITERACY AND NUMERACY

<u>NIF Priorities:</u> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. <u>NIF Drivers:</u> Teacher professionalism Parental engagement Assessment of children’s progress School Improvement Performance Information		<u>HGIOS 4/HGIOELCC QI’s:</u> 1.2 Leadership of Learning 1.3 Leadership of Change 1.5 Management of Resources to Support Equity 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family Learning 3.1 Ensuring Wellbeing, Equality and Inclusion 3.2 Raising attainment and achievement		<u>School as a Learning Organisation:</u> Developing and sharing a vision centred on the learning of all students Creating and supporting continuous learning of all staff Promoting team work and collaborating among all staff Establishing a culture of enquiry, innovation and exploration Embedding systems for collecting and exchanging knowledge and learning Learning with and from the external environment and larger learning system Modelling and growing learning leadership	
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead	Completion Date	How Will We Measure Impact On Children and Young People	

LITERACY AND ENGLISH

<p>Reading attainment will continue to improve at all stages.</p> <p>Learners will demonstrate increased levels of motivation and engagement in reading which leads to increased levels of attainment.</p> <p>Learners' attitudes and reading habits will continue to develop and have a positive impact on levels of attainment and achievement.</p> <p>Improvement in speech and language and listening and attention across Primary 1 and 2.</p>	<p>Led by the South Ayrshire Reads strategy - all staff will be involved in the strategic aim of developing confident and skilled readers across all stages through a focus on phonics progression, focus on reading and comprehension.</p> <p>SOUTH AYRSHIRE STRATEGIC AIM AND PLAN BELOW.</p> <p>Continue to develop phonics/reading planning and assessments at all stages.</p> <p>Continue to develop and embed a culture of reading for enjoyment. Achieve accreditation level of becoming a 'Reading School'.</p> <p>Continued development of strategies and adapted teaching to support pupils with Dyslexia.</p> <p>Increased opportunities for parents/carers to be involved in how to support children with homework using dyslexia friendly strategies and interventions.</p> <p>Support and develop children's attention and listening in Primary 1 through the intervention 'Teaching Children to Listen'</p>	<p>All staff G. Lang (Reading Leader)</p> <p>G. Lang/G. Hartley</p> <p>S. Hope C. Martin</p> <p>R. Fullard (CST)</p> <p>C. Morrison/ G.Hartley</p>	<p>May 2026</p> <p>May 2026</p> <p>Oct 2025</p> <p>May 2026</p> <p>May 2026</p>	<p>Progress towards securing these targets will be informed by:</p> <p>* Assessment through Accelerated Reading 4 times per year.</p> <p>* AR quiz results after every book read.</p> <p>* Analysing progress with CT and SLT at pupil progress meetings.</p> <p>* P1, P4, P7 SNSA</p> <p>* P3, P4, P5, P6, P7 GL Assessments</p> <p>* SAR assessments</p> <p>* TALK BOOST pre and post assessments</p> <p>* Attention and Listening pre and post assessments</p> <p><u>Reading - stretch aims</u></p> <table><tr><th>Current Stage</th><th>May 2025</th><th>Target May 2026</th></tr><tr><td>P3</td><td>82%</td><td>86%</td></tr><tr><td>P6</td><td>83%</td><td>88%</td></tr></table> <p><u>Reading ACEL Data June 2024</u></p> <table><tr><th>P1</th><th>Authority</th><th>P4</th><th>Authority</th><th>P7</th><th>Authority</th></tr><tr><td>93%</td><td>84%</td><td>92%</td><td>82%</td><td>82%</td><td>87%</td></tr></table> <p><u>Reading ACEL Data June 2025</u></p> <table><tr><th>P1</th><th>Authority</th><th>P4</th><th>Authority</th><th>P7</th><th>Authority</th></tr><tr><td>95%</td><td>85%</td><td>90%</td><td>82%</td><td>88%</td><td>86%</td></tr></table>	Current Stage	May 2025	Target May 2026	P3	82%	86%	P6	83%	88%	P1	Authority	P4	Authority	P7	Authority	93%	84%	92%	82%	82%	87%	P1	Authority	P4	Authority	P7	Authority	95%	85%	90%	82%	88%	86%
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Better outcomes and achieved levels of pupils on STINT addressing the closing the gap agenda.	Continue to support early phonics and reading with pupils in Primary 1 and 2 through supported sessions with CT/Speech and Language therapist.	C. Morrison/ G.Hartley	May 2026	<u>Writing – stretch aims</u>																	
	<table><tr><td>Current Stage</td><td colspan="2">May 2025</td><td colspan="2">Target May 2026</td></tr><tr><td>P3</td><td colspan="2">88%</td><td colspan="2">90%</td></tr><tr><td>P6</td><td colspan="2">83%</td><td colspan="2">88%</td></tr></table>						Current Stage	May 2025		Target May 2026		P3	88%		90%		P6	83%		88%	
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	Support and develop children's attention, listening, speech and language through the TALK BOOST intervention across Primary 2.			<u>Writing ACEL Data June 2024</u>																	
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				<ul style="list-style-type: none">✓ Continue to have Reading attainment in P1 over 90%✓ Increase Reading attainment in P7 to nearer 90%✓ Evaluating pupil written work and content by SLT✓ Monitoring the effectiveness of planning✓ Monitoring the effectiveness and impact of staged intervention targets on pupil progress✓ Closely monitor STINT with a focus on next steps in learning																	

NUMERACY AND MATHEMATICS

Increased attainment levels will demonstrate that all learners, including those who are affected by the poverty related attainment gap, will have made progress from their previous stage of learning and development.	Ensure that SAMSON maths remains consistently used across all stages to teach mental maths and evaluate progress through every stage in the school. Ensure that all new staff have training on SAMSON maths,	S. Bentley	Oct 2025	Progress towards securing these targets will be informed by: <ul style="list-style-type: none"> * Informal/formal observation of classroom practice and the child's learning experience. * Staff self-evaluation and reflection * Sampling views – pupils, staff, and parents. * Sampling pupils' written work * Monitoring the effectiveness of planning * Monitoring the effectiveness and impact of staged intervention targets on pupil progress * Monitoring range of assessments/school based and cluster including GL and SNSA * SAMSON maths assessments * PUMA maths assessments
	Implement PUMA maths assessments and monitor the impact assessment has on identifying next steps for pupils. Focus on teaching and learning planned and delivered following PUMA maths results in line with 'closing gaps' in learning.	S. Bentley	May 2026	
	Implement the new 2 nd Level maths tracker adapted by the Prestwick Cluster maths group to ensure consistent transition into S1 in line with the 2 nd and 3 rd level maths agenda.	S. Bentley	May 2026	
	Update and develop the 1 st Level maths tracker organising Experiences and Outcomes in a more consistent approach. This will be developed by the Prestwick Cluster maths group.	S. Bentley	May 2026	
	Continue to develop opportunities to enhance maths through play pedagogy in P1. Staff provided with any CLPL opportunities and any	M. McClure	May 2026	

	resources that may need purchased in order to fully meet the needs of all learners .			<div><div>Numeracy - stretch aims</div><table><tr><th>Current Stage</th><th>May 2025</th><th>Target May 2026</th></tr><tr><td>P3</td><td>88%</td><td>90%</td></tr><tr><td>P6</td><td>88%</td><td>90%</td></tr></table><div>Numeracy ACEL data June 2024</div><table><tr><th>P1</th><th>Authority</th><th>P4</th><th>Authority</th><th>P7</th><th>Authority</th></tr><tr><td>93%</td><td>89%</td><td>95%</td><td>82%</td><td>87%</td><td>86%</td></tr></table><div>Numeracy ACEL data June 2025</div><table><tr><th>P1</th><th>Authority</th><th>P4</th><th>Authority</th><th>P7</th><th>Authority</th></tr><tr><td>93%</td><td>89%</td><td>88%</td><td>81%</td><td>81%</td><td>84%</td></tr></table><div><div>✓ Increase ACEL data in Numeracy to above the authority average at P7.</div><div>✓ Maintain ACEL data in P1 and P4 90% and above</div></div></div>	Current Stage	May 2025	Target May 2026	P3	88%	90%	P6	88%	90%	P1	Authority	P4	Authority	P7	Authority	93%	89%	95%	82%	87%	86%	P1	Authority	P4	Authority	P7	Authority	93%	89%	88%	81%	81%	84%
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Improvement Planning 2025-2026

PHASE 2 SCHOOLS / CENTRES

Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment Education 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 SAR Strategy 2023-2026					
PHASE 2 SOUTH AYRSHIRE SCHOOLS 2025-2026					
SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	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	By June 2025 , ALL 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.	<p>The aims of South Ayrshire Reads are beginning to embed across Phase 2 School Communities</p> <p>The values, vision and aims of South Ayrshire Reads</p>	<ul style="list-style-type: none"> Role of reading leader reviewed at planning meeting. Reading leader workshop dates agreed. 	SAR PTs	June 2025
	By June 2026 , ALL Phase 2 schools will have participated in at least two reading leader-led workshops 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 2 schools will have had the opportunity to engage in collaborative activity—whether through partnership CLPL, as part of the Phase 2 cohort, or via peer school visits—to strengthen collective efficacy and support an outward-looking approach to improvement.		<ul style="list-style-type: none"> Phase 2 collaborative launch – August in-service May 2025 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 	SAR PT's	June 2026
	By August 2025 Phase 2 schools will identify new or returning staff who require catch-up sessions and will have the opportunity to develop a clear plan, in collaboration with the SAR Team, ensuring all staff have the necessary knowledge and skills to support reading development effectively.		<ul style="list-style-type: none"> Phase 2 schools will complete a simple MS Form, identifying new/returning members of staff and their stages Catch-up sessions agreed & planned by SAR Team Phase 2 schools to identify existing members of staff to support this through coaching/modelling 	SAR PT's	August 2025
	By June 2026 ALL Phase 2 education staff will have had the opportunity to engage in bespoke high-quality CLPL.		<ul style="list-style-type: none"> All CLPL based on Science of Reading, with particular focus on language comprehension whilst embedding previous work on phonics & fluency. 	SAR PT's	June 2026

<p>practice, challenge and adapted teaching for children with additional support needs</p> <p>To gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and reading attainment</p>	By June 2026 ALL Phase 2 education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest.	<p>is consistent and clear to all stakeholders</p>	<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 2 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 2 schools will have had the opportunity to engage with assessment implementation and data analysis		<ul style="list-style-type: none"> Access to CLPL sessions focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps. Opportunity to attend workshops and drop-in sessions focused on data literacy. 	HMcb	June 2026
	By June 2026 ALL Phase 2 schools 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"> Reading Schools Accreditation Communication Friendly Environments Developing Writing through SAR 	JM HMcb SL	June 2026
	By June 2026 ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.		<ul style="list-style-type: none"> Reading Leader will attend SAR led session prior to delivery of Parent Engagement Workshop Notification Support for RL from SAR team for workshop and parent events Access to authority SAR family engagement session / resources 	Reading Leaders & SAR PT's SL	June 2026

PRIORITY 3: IMPROVEMENT IN CHILDREN'S HEALTH AND WELLBEING				
NIF Priorities: Improvement in Children's Health and Wellbeing NIF Drivers: School Leadership Teacher professionalism Parental engagement Assessment of children's progress School Improvement Performance Information		HGIOS 4/HGIOELCC Qis: 1.2 Leadership of Learning 1.3 Leadership of Change 2.1 Safeguarding and Child Protection 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring Wellbeing, Equality and Inclusion 3.2 Raising attainment and achievement		School as a Learning Organisation: Developing and sharing a vision centred on the learning of all students Creating and supporting continuous learning of all staff Promoting team work and collaborating among all staff Establishing a culture of enquiry, innovation and exploration Embedding systems for collecting and exchanging knowledge and learning Learning with and from the external environment and larger learning system Modelling and growing learning leadership
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead	Completion Date	How Will We Measure Impact On Children and Young People
Pupils will develop knowledge and skills to manage their mental, social and emotional health and wellbeing. Pupils will continue to develop respectful attitudes and behaviour towards others and each other. Pupils will have a respectful awareness of diversity. Increase confidence and resilience in our young people. Pupils are supported individually and targeted intervention will allow for pupils to receive the correct support.	Further develop assessment approaches linked to HWB. Ensure that there is robust tracking in place for individual pupils regarding social and emotional wellbeing. Continue to provide opportunities within the wider school community providing physical activities as voted for by the pupils and track participation ensuring that ALL pupils have experience of wider achievement. <u>Rights Respecting School</u> Continue to develop the RRSA agenda and embed across the school and campus. Achievement of Silver Award and begin working towards Gold Accreditation. Work closely with St. Ninians and Prestwick North Early Years Centre to create campus charters, fundraising and be involved in the whole campus community. <u>Nurture</u> Continue to develop our school Nurture programme across the school targeting identified pupils who require support with self-confidence, resilience or ACES. Introduce music therapy as a means to support pupils with ASN. Research the impact that music therapy has on children who can regularly feel dysregulated.	G. Lang K. Blackwood H. Penman/L. Rowan/G. Hartley G. Hartley G. Hartley/S. Bentley	May 2026 June 2026 Dec 2025 May 2026 May 2026	Progress towards securing these targets will be informed by: *Feedback from PPM Meetings *Monitoring of Wellbeing Wheels/Motivation Tracker *Attendance Tracking *Feedback from staff, pupils, parents about behaviour *Learning conversations with children *Boxall profiles for individual pupils *PASS assessments with PEF cohort *RRSA Silver plan and evaluations *Nurture evaluations - pupils/staff/parents/carers

<p>Increase opportunities for identified learners to experience and achieve through learning life skills. Learners will be able to demonstrate their knowledge, skills and achievements across the four contexts for learning.</p>	<p><u>The Promise</u></p> <p>Staff within school will continue to develop an awareness and understanding of The Promise and all that is included within the national guidance and local authority initiatives, this will be enhanced by completing The Promise Education Award by June 2025.</p> <p>All staff will support learners with experience of care to provide improved wellbeing and in turn work towards improved educational outcomes.</p>	G. Hartley	June 2026	<p>Progress towards securing these targets will be informed by:</p> <ul style="list-style-type: none"> *Feedback from PPM Meetings *Monitoring of Wellbeing Wheels/Motivation Tracker *Attendance Tracking *Feedback from staff, pupils, parents about behaviour *Learning conversations with children *Boxall profiles for individual pupils *Completed Life Skills planner and tracker
	<p><u>Skills Development</u></p> <p>The creation of a specific Skills curriculum for Primary 6 cohort. Pupils will benefit from a planned approach to learning through different specific skills led by members of SLT and outside agencies and partners.</p> <p>Work together as a school team to identify and understand what meta-skills look like in the classroom. Using the Skills Development Scotland meta-skills progression framework to support class teachers to reflect and develop their teaching practice in developing meta-skills in the classroom.</p>	C. Martin/S. Bentley/ G. Hartley	May 2025	

PEF BUDGET

PEF Priority	Staffing	Resources	Total
<ul style="list-style-type: none"> *Improving attendance for identified pupils and families. *Provide 1:1 support from school staff and outside agencies to support parents/carers with parenting needs. *Improve progress in listening and talking, reading and writing and numeracy. *Increase Nurture experiences and opportunities including music therapy. *Improve speech, language, attention and listening in Primary 1 and 2. 	1.0 PEF PT (Nurture and learning support interventions) 0.4 Pupil support teacher 0.4 class teacher/Speech and Language Therapist	Nurture	Teaching staff ➤ £61,556 Nurture resources ➤ £919
			£62,475

