

Glenburn Primary School

IMPROVEMENT PLAN: 2026-2027





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:



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

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

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 2026 – 2027

PRIORITY OVERVIEW

Priority 1 Learning, Teaching and Assessment

Curriculum reform

Adaptive Teaching

Pupil Voice

Pupil Leadership

Technology

Priority 2 Attainment in Literacy and Numeracy

South Ayrshire Reads

National Improving Writing Programme

Problem Solving

PUMA Maths Assessment

Priority 3 Improvement in HWB

Nurture and Wellbeing

Inclusive Practice

PEF

Rights Respecting School



Maintenance Agenda

MAINTENANCE AGENDA 2026/2027

LEARNING AND TEACHING	CFE / RAISING ATTAINMENT	ASSESSMENT AND ACHIEVEMENT	SELF-EVALUATION	CLUSTER
*Curricular planning *Spanish and French *Higher Order Thinking Skills	* PEF – Tracking and Monitor * Pupil Progress Meetings * Data Analysis * SNSA and GLs * Accelerated Reader * Schonell Spelling * Wellbeing Web	* Planned Assessments * Moderation of Writing * Moderation of Numeracy * Accelerated Reading P4-P7 * SEEMIS – Tracking in BGE * Learning Journals	*PDR/PRD *Engaging with Professional Update *Daily in staff practice *Monitoring Programme	*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
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
Dyslexia improvement practice	K. Blackwood R. Fullard

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?	
To develop teacher knowledge and understanding of the purpose and relevance of the Curriculum Improvement Cycle and the rationale behind curriculum reform.	AUTHORITY PLAN - IMPROVING OUR CURRICULUM - SEE BELOW	C. Martin (Curriculum Lead)	May 2027	Progress towards securing these targets will be informed by:	
To increase staff leadership and expertise in curricular areas that staff have expertise in and particular interest in.	Create curricular working parties within the staff team. Focus on current planning and assessment, pathways, ideas and resources. All in preparation for the Big Ideas and Concepts that will be rolled out from CIC.	G. Hartley/C. Martin/class teachers	May 2027	*Termly SLT evaluation of curriculum planning and assessment files across all stages.	
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.	Continue to implement the calendar of SAR assessments used across Literacy.	G. Lang (Reading leader)	May 2027	*A robust timetable of assessments that allows for information across the year to be discussed and used to determine next steps in learning.	
Assessment is integral to our planning of learning and teaching.	Continue to implement PUMA maths assessments and monitor the impact assessment has on identifying next steps for pupils.	S. Bentley	May 2027	*Self -evaluation - do we have the depth of assessment information required to make robust judgements regarding where pupils are in line with national expectations.	
We use a variety of assessment approaches to allow learners to	Ensure consistency and content of class assessment folders to track pupil progress across all curricular areas in BGE.	G. Hartley	May 2027	*Pupil interest and evaluations regarding learning and teaching.	
		G. Hartley	May 2027		

demonstrate their knowledge and understanding and skills. Our assessment evidence is valid and reliable. Assessment processes will be meaningful and actionable.	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. 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 2027	
Class teachers will increase their knowledge and understanding of adaptive teaching strategies and pedagogy to enhance learning for all pupils. Class teachers will increase their understanding of the benefits of adapting planning, teaching pedagogy and assessment to meet the needs of their learners. Learners will be consistently able to talk confidently about their personal targets and their strengths and next steps in learning. Learners will receive high quality feedback that enables them to identify their strengths and next steps in learning. Develop and embed effective pupil voice opportunities across the whole school, ensuring that pupil feedback is gathered, analysed, and acted upon to inform school developments and improve teaching, learning, wellbeing and the wider school environment.	Develop an innovative approach to teaching and delivering IDL based on termly focus topic. This approach will be based on the foundations of personalisation and choice. Continue to develop the use of classroom aids that support pupils to learn in an inclusive environment. 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. 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.	G.Hartley	June 2027	Progress towards securing these targets will be informed by: *Class teacher evaluations on adaptive teaching. *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
		SLT	June 2027	
		SLT	May 2027	
		SLT	May 2027	
	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 to create 'child friendly' SIP. Continue to develop a newly formed 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. Evaluate and refresh current school values involving all stakeholders.	G. Hartley	Sept 2026	
		C. Martin	Oct 2026	
		G. Hartley/C. Martin	Nov 2026	

Teachers will use a wide range of digital tools to enhance instruction, improve communication and support student learning.	Continue to develop staff confidence, knowledge, skills and understanding of effective ways to use digital technologies to enhance learning and teaching. Develop in school CLPL opportunities throughout the year and monitor the use of digital technology in each class.	L. Walker	June 2027	
	Review Technology resources and refresh Apps and any resources that will enhance learning and teaching in technology and across other areas of the curriculum. Re-create Digital Leaders group.	L. Walker	Oct 2027	

South Ayrshire Service Plan Priority

Priority: Improving Our Curriculum

ALL SOUTH AYRSHIRE SCHOOLS 2025-2026

Aims	Actions	Intended Impact	Resources	Measures	Completion Date
<i>To increase all teacher understanding of the purpose and relevance of the CIC and the rational behind curriculum reform.</i>	- The school will identify a curriculum lead to support the implementation of curriculum reform and act as a link with authority-wide developments. - 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.	<i>Staff are clear on the key terminology around curriculum and educational reform.</i> <i>Staff can clearly articulate why curriculum change is being made.</i> <i>All staff are clear on the national timeline for implementation of the CIC</i>	Presentation created by Curriculum PTs	Staff survey (pre and post twilight sessions) Evaluation	August 2026 September 2026 January 2027
<i>To provide clear and consistent communication for all staff and stakeholders in relation to Scotland's Curriculum</i>	- Staff will access the authority's central digital hub for curriculum resources, exemplars and professional learning materials. - All staff will attend the relevant authority curriculum conference. - Content will be created centrally to raise awareness of the CIC and used by schools to engage wider school community.	<i>Staff will feel supported during the early stages of transition.</i> <i>Staff feel well informed and confident in discussing curriculum changes with colleagues, learners and families.</i>	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

	- The Curriculum PTs will offer support with parental engagement as requested. - School leadership team will receive regular CIC information via director's education update. - All Head Teachers will attend two authority HT Curriculum Conferences.	<i>Parents and stakeholders will better understand Scotland's curriculum and the future changes.</i>			June 2027
<i>To establish an understanding of a concept-based curriculum and to introduce the Know-Do-Understand model.</i>	- '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

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

Reading attainment will continue to improve at all stages. Learners will demonstrate increased levels of motivation and engagement in reading which leads to increased levels of attainment. Learners' attitudes and reading habits will continue to develop and have a positive impact on levels of attainment and achievement.	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. SOUTH AYRSHIRE STRATEGIC AIM AND PLAN BELOW. Continue to develop phonics/reading planning and assessments at all stages. Continue to develop and embed a culture of reading for enjoyment. Achieve accreditation level of becoming a 'Reading School'. Continued development of strategies and adapted teaching to support pupils with Dyslexia. Increased opportunities for parents/carers to be involved in how to support children with homework using dyslexia friendly strategies and interventions. Support and develop children's attention, listening, speech and language through the TALK BOOST intervention across Primary 2.	All staff G. Lang (Reading Leader) G. Lang/G. Hartley S. Hope C. Martin R. Fullard (CST) G. Hartley	May 2027 May 2026 Oct 2026 May 2027 May 2027	Progress towards securing these targets will be informed by: *Assessment through Accelerated Reading 3 times per year. *AR quiz results after every book read. *Analysing progress with CT and SLT at pupil progress meetings. * P1, P4, P7 SNSA * P3, P4, P5, P6, P7 GL Assessments * SAR assessments * TALK BOOST pre and post assessments * Attention and Listening pre and post assessments *Reading School accreditation <u>Reading - stretch aims</u> <table><tr><th>Current Stage</th><th>May 2026</th><th>Target May 2027</th></tr><tr><td>P3</td><td>81%</td><td>88%</td></tr><tr><td>P6</td><td>87%</td><td>89%</td></tr></table> <u>Reading ACEL Data June 2024</u> <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> <u>Reading ACEL Data June 2025</u> <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 2026	Target May 2027	P3	81%	88%	P6	87%	89%	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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To increase the percentage of pupils achieving age-related expectations in writing and to develop confident, independent writers. To raise attainment and engagement in writing using quality improvement science.	Primary 4 teachers will take part in the CYPIC National Improving Writing Programme. Both P4 teachers will take part in a 12 week period of training and implementation of a bundle of change ideas in writing. Run charts will be explored in order to use the data to capture learning. Children will write 3-5 times per week for 20mins. Children will be given time to engage in rich dialogue with each other. Revisit the cluster writing assessments across all stages and moderate writing assessments across stages and levels.	G. Hartley G. Lang H. Penman G. Hartley C. Martin	Jan 2027 - May 2027 May 2027	<u>Reading ACEL Data June 2026</u> <table><tr><th>P1</th><th>Authority</th><th>P4</th><th>Authority</th><th>P7</th><th>Authority</th></tr><tr><td>92%</td><td>84%</td><td>92%</td><td>83%</td><td>85%</td><td>87%</td></tr></table> <u>Writing - stretch aims</u> <table><tr><th>Current Stage</th><th>May 2026</th><th>Target May 2027</th></tr><tr><td>P3</td><td>81%</td><td>88%</td></tr><tr><td>P6</td><td>79%</td><td>84%</td></tr></table> <u>Writing ACEL Data June 2024</u> <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>82%</td><td>92%</td><td>78%</td><td>84%</td><td>83%</td></tr></table> <u>Writing ACEL Data June 2025</u> <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>82%</td><td>90%</td><td>75%</td><td>86%</td><td>81%</td></tr></table> <u>Writing ACEL Data June 2026</u> <table><tr><th>P1</th><th>Authority</th><th>P4</th><th>Authority</th><th>P7</th><th>Authority</th></tr><tr><td>96%</td><td>82%</td><td>86%</td><td>79%</td><td>82%</td><td>82%</td></tr></table> ✓ 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 ✓ Moderate writing assessments across all stages	P1	Authority	P4	Authority	P7	Authority	92%	84%	92%	83%	85%	87%	Current Stage	May 2026	Target May 2027	P3	81%	88%	P6	79%	84%	P1	Authority	P4	Authority	P7	Authority	93%	82%	92%	78%	84%	83%	P1	Authority	P4	Authority	P7	Authority	95%	82%	90%	75%	86%	81%	P1	Authority	P4	Authority	P7	Authority	96%	82%	86%	79%	82%	82%
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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 2026	Progress towards securing these targets will be informed by: * 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 <u>Numeracy – stretch aims</u> <table border="1"><tr><td>Current Stage</td><td>May 2026</td><td>Target May 2027</td></tr><tr><td>P3</td><td>86%</td><td>90%</td></tr><tr><td>P6</td><td>89%</td><td>91%</td></tr></table> <u>Numeracy ACEL data June 2024</u> <table border="1"><tr><td>P1</td><td>Authority</td><td>P4</td><td>Authority</td><td>P7</td><td>Authority</td></tr><tr><td>93%</td><td>89%</td><td>95%</td><td>82%</td><td>87%</td><td>86%</td></tr></table> <u>Numeracy ACEL data June 2025</u> <table border="1"><tr><td>P1</td><td>Authority</td><td>P4</td><td>Authority</td><td>P7</td><td>Authority</td></tr><tr><td>93%</td><td>89%</td><td>88%</td><td>81%</td><td>81%</td><td>84%</td></tr></table> <u>Numeracy ACEL data June 2026</u> <table border="1"><tr><td>P1</td><td>Authority</td><td>P4</td><td>Authority</td><td>P7</td><td>Authority</td></tr><tr><td>96%</td><td>88%</td><td>94%</td><td>83%</td><td>85%</td><td>85%</td></tr></table> ✓ Increase ACEL data in Numeracy to above the authority average at P7. ✓ Maintain ACEL data in P1 and P4 90% and above	Current Stage	May 2026	Target May 2027	P3	86%	90%	P6	89%	91%	P1	Authority	P4	Authority	P7	Authority	93%	89%	95%	82%	87%	86%	P1	Authority	P4	Authority	P7	Authority	93%	89%	88%	81%	81%	84%	P1	Authority	P4	Authority	P7	Authority	96%	88%	94%	83%	85%	85%
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Continue to implement PUMA maths assessments twice a year 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 2027																																															
Implement the new 1st Level maths tracker adapted by the Prestwick Cluster maths group to ensure consistent transition into 2 nd Level.	S. Bentley	May 2027																																															
Continue to develop opportunities to enhance maths through play pedagogy in P1. Staff provided with any CLPL opportunities and any resources that may need purchased in order to fully meet the needs of all learners	L. Rowan S. Hope K. Brodie	May 2027																																															

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](#)

**PHASE 2 SOUTH AYRSHIRE SCHOOLS
2026-2027**

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 practice, challenge and adapted teaching for children with additional support needs To gather, use and analyse data effectively to drive change and	By June 2026 , ALL Phase 2 schools will have reviewed the role of their reading leader and, in collaboration with the South Ayrshire Reads team, planned how this role will be used to support reading development over the coming year.	The aims of South Ayrshire Reads continue to be embedded across Phase 2 School Communities focussing on building capacity and sustainability. The values, vision and aims of	- Role of reading leader reviewed at planning meeting. - Reading Leader meeting dates shared and agreed. - Reading leader workshop dates agreed. - RL MS TEAM accessed for updates, relevant information and collaboration.	SAR PTs	June 2026
	By June 2027 , ALL Phase 2 schools will have participated in at least two Reading Leader-led workshops within their own setting, with Reading Leaders taking full responsibility for identifying workshop needs, planning these sessions and leading them to support the ongoing embedding of reading practice.		- All Reading Leaders may attend four sessions (September 2026, November 2026, February 2027, and April 2027) focused on building capacity and providing the knowledge and skills needed to lead impactful change. - All Reading Leaders will plan, create and deliver reading workshops within their own schools - both with staff and with parents - as part of a wider drive to raise attainment in reading.	LW Reading Leader	June 2027
	By June 2027 , ALL Phase 2 schools will have had the opportunity to engage in collaborative activity, selecting the approaches that best suit their context, through: - Partnership CLPL - Stage-Specific 'Spotlight' sessions 'Learning Live' sessions - Peer school visits strengthening collective efficacy, promoting an outward-looking approach to improvement and embedding practice.		- Bespoke partnership CLPL responsively planned and reviewed in line with contextual needs. - Meeting & discussion with SLT around peer school visits - Peer visit pre-workshops/discussion/observation guides - Term 3 Stage-Specific 'Spotlight' sessions 'Learning Live' offerings.	SAR PTs	June 2027
	By August 2026 , ALL Phase 2 schools will work with the SAR Team to identify new or returning staff requiring catch-up support, plan how to close gaps drawing on in-school knowledge, and will have the opportunity to: Send staff to 'Fast Track' sessions		- Meeting & Discussion with Phase 2 schools to identify new/returning members of staff and their stages - Existing members of staff in Phase 2 schools to support, through coaching, modelling and collaborative discussions	SAR PTs	August 2026

improvement in children's reading skills, reading confidence and reading attainment	Access additional CLPL at peer schools ensuring all staff are equipped with the knowledge and skills to support reading development effectively.	South Ayrshire Reads is consistent and clear to all stakeholders	- Fast Track sessions agreed & planned by SAR Team - Additional CLPL sessions identified at peer schools		
	By June 2027 ALL Phase 2 education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest.		- Additional online sessions planned, created and delivered by SAR Team in response to need - Additional sessions will be advertised through the monthly CLPL Bulletin and Reading Leader channel on MS Teams.	SAR Team	June 2027
	By June 2027 ALL Phase 2 education staff will have had the opportunity to engage in bespoke high-quality CLPL.		All CLPL will be grounded in the Science of Reading, with a particular focus on language comprehension and its connection to other areas of literacy development, while continuing to embed previous work on word recognition (phonics and morphology) and fluency.	SAR PTs	June 2027
	By June 2027 , ALL Phase 2 education staff will have had the opportunity to further develop their practice in collaboration with the SAR Team.		Collaboration activities, including workshops and professional discussions as requested	SAR PTs	June 2027
	By June 2027 ALL Phase 2 schools will have had the opportunity to engage with assessment implementation, data analysis and self-evaluation, using HGIOR (How Good is Our Reading) to drive teaching and learning.		- Reading Leader- Led Workshops focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps. - Reading Leader-Led Workshops using HGIOR as a self-evaluation tool.	HMcb JW Reading Leaders	June 2027
	By June 2027 ALL Phase 2 schools will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities.		- Reading Schools Accreditation - Communication Friendly Environments - Developing Writing through SAR - Giglets	JM HMcb SL	June 2027
	By June 2027 ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.		Support for RL, as required, from SAR team for workshop and parent events	Reading Leaders SAR PTs	June 2027

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 Ois:
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	Continue to track and evidence individual pupils regarding social and emotional wellbeing. Ensure there are links to pupil evaluations and support put in place where needed. 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.						K. Blackwood/G. Hartley	May 2027	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 *1:1 meetings with parents/carers *Pupil/teacher/parent supportive meetings *PASS assessments with PEF cohort *RRSA Silver plan and evaluations *Nurture evaluations - pupils/staff/parents/carers *Aim for 100% attendance at activities in and/or out with school.
		Pef Cohort In school 2025	Pef Cohort In school 2026	Pef Cohort Out of school 2025	Pef Cohort Out of school 2026	Whole school In/Out of school 2025	Whole school In/Out of school 2026		
	P 1	1/9 11%	4/4 100%	5/9 56%	0/4 0%	25/42 59%	18/23 78%		
	P 2	2/10 20%	10/10 100%	1/10 10%	7/10 70%	29/42 69%	36/41 87%		
	P 3	4/9 44%	10/10 100%	5/9 56%	5/11 45%	37/48 77%	29/40 73%		
	P 4	3/6 50%	10/12 83%	4/6 67%	10/12 83%	35/52 67%	47/51 92%		
	P 5	5/6 83%	4/6 67%	2/6 33%	5/6 83%	33/37 89%	51/53 96%		
	P 6	8/9 89%	5/7 71%	4/9 44%	6/7 86%	30/40 75%	36/38 94%		
	P 7	3/3 100%	8/8 100%	1/3 33%	8/8 100%	32/39 82%	36/39 92%		
	Overall	26/52 50%	51/57 89%	22/52 42%	41/58 71%	221/300 74%	253/285 89%		

receive the correct support. 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.	<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. Research and put into practice approaches that will improve behaviour and attitudes with individual pupils in order to create a safe, respectful and productive learning environment. <u>Skills Development</u> Continue to highlight, across the school, an awareness of how we are learning about and developing meta-skills in our daily lives in and out with school. Take part in the cluster project regarding developing knowledge and understanding of sustainability in the local area linked to the meta skill area of innovation. Focus on the meta-skill area of Innovation through linking planning, learning and teaching around curiosity, creativity, sense making and critical thinking through all curricular areas.	H. Penman/L. Rowan/G. Hartley G. Hartley ALL STAFF G. Hartley ALL STAFF G. Hartley	Oct 2026 May 2026 May 2027 June 2027 March 2027 May 2027	Progress towards securing these targets will be informed by: *Monitoring of Wellbeing Wheels/Motivation Tracker *Learning conversations with children *CT evaluations on planning documents *Displays *PPM (SLT conversations with CT)
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PEF BUDGET

PEF Priority	Staffing	Resources	Total
*Improving attendance for identified pupils and families. *Provide 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. *Provide support for pupils by keeping class sizes smaller. *Provide Nurture support to identified pupils.	0.3 PEF PT (Nurture and learning support interventions) 0.8 class teacher	Nurture	Teaching staff ➤ £62,236 Nurture resources ➤ £239
			£62,475