



Holmston Primary School

School Improvement Plan

2026 - 2027

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.



WORKING WITH PARTNERS
AND COMMUNITIES TO
MAKE LIFE BETTER

south
AYRSHIRE
COUNCIL

South Ayrshire Council Plan

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

Children's Services Plan

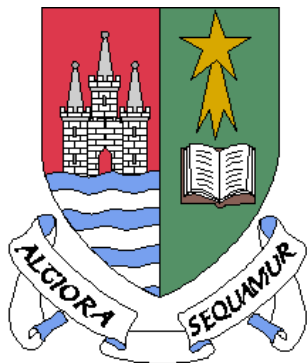
- **The Promise:** Our commitment to Keeping the Promise
- **Family:** Promoting whole family wellbeing
- **Included:** Early help for children with diagnosed or undiagnosed additional support needs
- **Healthy:** Improving physical and mental health for children and young people
- **Voice:** Involving 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



Our Values

Respect
Responsibility
Fairness
Honesty
Courage



Our Vision

It is our vision that the pupils at Holmston Primary receive an education for the 21st Century, which encompasses sound educational knowledge and understanding, responsibility for the environment and knowledge and opportunities to enable them to lead healthy, active lives.

They will value and contribute to their community, while their wider achievements will be celebrated and learners will have a voice in the school community.

This education for the 21st century will be delivered in a motivating manner which results in the pupils of Holmston achieving the four capacities of Curriculum for Excellence enabling them to become successful learners, confident individuals, responsible citizens and effective contributors.

"A compelling, innovative and engaging place to learn for all students."



Links to How Good Is Our School and the National Improvement Priorities and Drivers

ASPECT OF HGIOS4?		TARGET FOR 2021-22	NIF <i>PRIORITIES</i> AND DRIVERS
1.1 Self-evaluation for self-improvement 1.2 Leadership of Learning 1.3 Leadership of Change 1.5 Management of Resources to Promote Equality 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.6 Transitions 3.2 Raising Attainment and Achievement 3.3 Creativity and Employability	1	To continue to close the attainment gap, raise attainment and maintain consistently high standards in the quality of all learners' experiences across the curriculum through developing and implementing a deep learning approach to curriculum making (Year 3)	• <i>Placing the human rights and needs of every child and young person at the centre of education</i> • <i>Improvement in children and young people's health and wellbeing</i> • <i>Closing the attainment gap between the most and least disadvantaged children and young people</i> • <i>Improvement in skills and sustained, positive school-leaver destinations for all young people</i> • <i>Improvement in attainment, particularly in literacy and numeracy.</i> ○ School leadership ○ Teacher and practitioner professionalism ○ Parent and Carer involvement and engagement ○ Curriculum and Assessment ○ School improvement ○ Performance information

Summary of School Improvement Plan 2025 - 2026

Theme: To continue to close the attainment gap, raise attainment and maintain consistently high standards in the quality of all learners' experiences across the curriculum through developing and implementing a deep learning approach to curriculum making.				
What Outcomes Do We Want To Achieve?	How Will We Achieve This?	Lead Person	Start and Finish Dates	How Will We Measure Impact on Children and Young People?
Almost all pupils are empowered, motivated and engaged by a meaningful and relevant curriculum that develops the four capacities and 6 global competencies. All pupils are provided with the opportunities to be active partners in their learning. All pupils celebrate and value their achievements and progress through a variety of reporting methodologies and profiles Almost all pupils become more skilled in setting personal targets and reflecting on own learning being able to identify next steps for themselves and track their learning journey.	1. Implementing a Deep Learning approach to curriculum design in order to develop skills for learning, life and work: 1a. Developing Policies – articulating the vision - Embed the profiling system linked to competencies -to include all 6Cs - Develop the profiling approaches in P3 linked to the 6Cs. - Review the target setting process to ensure pupils have ownership of targets and are involved in setting their targets. - Explore/develop a tracking system for E&Os/benchmarks to ensure breadth of curriculum through personalised/inquiry based learning. 1b. Embedding staff professional knowledge and understanding of Deep Learning and developing pupil agency – - Provide further opportunities for collaborative planning and moderation to enable creation of new, shared knowledge and understanding about approaches - Embed approaches towards models of deep learning using the Learning Design Rubric to develop the six Global Competencies (6Cs) and use the four elements of learning design: - Learning Partnerships - Learning Environments - Leveraging Digital - Pedagogical Practices - Extend the number of learning partnerships - Making increased effective use of the learning environments including outdoor learning and virtual	RH/ Staff	August 26 Dec 27	Quality assurance procedures demonstrate policy statements and 100% of visits identify the quality of teaching and learning is identified as good or better.
		KM	October 26 Jan 27	Pupil survey indicates that almost all pupils enjoy learning and are making progress against the 6Cs.
		RH	Term 2	Pupils identify that they are asked about what they want to learn about and can discuss how they will go about this.
		RH	Term 3	All staff identify they are more confident in developing learning experiences based on a Deep Learning approach.
		RH/Class teachers	Term 3 Term 4	Peer-Learning visits and professional dialogue identifies that there are more open-ended opportunities for children to be creative and develop the six competencies and apply their learning to skills for learning, life and work.
			Ongoing throughout session	Staff confident in developing learning journeys using the principles of Deep Learning and the tools.
		KM/SG/Class teachers	Term 1 Term 4	All staff are confident in promoting thinking with a growth mindset and developing metacognitive skills
		KR/GD		

	- Leveraging digital – developing skills and understanding for increasing integration of new technologies for learning including AI - Staff and pupils have embedded the 6Cs and plan to develop these collaboratively through a range of contexts - Citizenship – links to UNCRC and GG, anti-racist curriculum - Collaboration - Communication - Creativity - Critical thinking - Character	Class teachers/RH	Ongoing	Displays around the school reflect the vision and desired outcomes of deep learning All pupils have a profile that they are proud of and this demonstrates their learning journey.
	1c. Develop approaches to curriculum making: Embed and extend the Daydream Believer IDL/Project based learning – P4 – Marseum; P5 – Seastory; P6 Solarpunk; P7 Forestopia (Teacher Initiated – Pupil agency)	Class teachers/RH	Term 1 Term 4	Pupils discuss their education using the language of learning and are aware of the next steps they need to take.
	Provide staff CLPL on project-based/Enquiry based learning to develop pupil agency. Develop a series of planned CLPL based on available research to develop staff skills and confidence to develop units of work to be more enquiry focused. <i>This will be the main focus for this year's school improvement.</i>	RH	Term 1/2 Term 3	Parental Feedback identifies that profiles enable parents to support learning at home/support them in identifying strengths and areas for development.
	Pilot enquiry-based learning block of work. (pupil agency and voice driving learning)	Class teachers	Ongoing through session Term 4	Feedback from pupils and staff
			Term 4 Term 4	Quality assurance procedures
				Almost all pupils are engaged, motivated and enjoy learning through increased pupil agency and opportunities to develop own learning. (pupil survey)
				Staff more confident in enabling pupil agency as part of the curriculum making process.

Almost all pupils acquire and use appropriate digital skills to support and deepen their learning, communicate, and can stay safe online. Learning opportunities develop as staff knowledge and skills increase for using identified software for teaching and learning	2. Digital Skills Award and Online Safety (linked to leveraging digital theme) - The school builds on achieving the digital skills award. Audit against the 5 digital skills criteria, implement action against self-evaluation. Resources purchased as necessary. Ensure digital skills and computer science are embedded across the curriculum. Celebrate Internet Safety Day, screen-awareness week - Develop staff and pupil skills in using a wider range of technologies for learning, teaching, collaborating and communicating e.g. green-screen; spheros, Canva - All staff consider the use of digital technologies when planning learning journeys. - Develop the use of AI to support staff in teaching and learning – Magic Schools, Trellis for TWiF meetings.	GD GD/KR Class teachers RH/KR/GD	Term 1 Term 4 Term 2 and 3 Term 3 Term 4	Self-evaluation Validation visit Pupil focus groups Achieve digital skills award All staff consider leveraging digital as part of the planning process to deepen learning.
<i>80% of pupils to achieve expected levels by the end of the session in Reading</i> <i>75% of pupils achieve expected levels in writing by end of session (P1, P4 and P7)</i>	3a Meeting learner's needs, improving pedagogy in Literacy (linked to pedagogical practices) - South Ayrshire Reads Cohort 3 (see attached plan) - Review, reflect and extend the use of Talk 4 Writing to improve standards including through opportunities for moderation. - Extend the writing opportunities to create texts for a range of purposes and audiences - Ensure pupils have access to inclusive technologies as appropriate. - Work towards the Communication Friendly Award within the context of Adaptive Teaching - Pilot the 'Rhyme and Rhythm' programme in P1 and explore to extend into P2 if appropriate	KR/Reading lead/SAR Team KR KR KR KR KM NDO	Ongoing throughout session Term 4 Term 1 Term 4 Term 2 Term 4 Term 1 Term 4	Evaluation of SAR Standardised data illustrates maintaining high standards in reading and increasing standards in writing. Jotter monitoring/Displays Standardised data Quality assurance procedures Analysis of data demonstrates termly assessments provide meaningful and useful data. Pathways more accurately meet the needs of the learners

75% of pupils to achieve expected levels in Numeracy by the end of session (P1, P4 and P7)	3b. Meeting learner's needs, improving pedagogy in Numeracy (linked to pedagogical practices) - NDO to support identified staff in developing pedagogy in mathematics to reflect CPA approaches and meeting learner's needs. - Explore and pilot the use of termly Maths assessments to inform planning (PUMA Maths) - Provide increasing opportunities for pupils to develop their critical thinking skills through solving a variety of mathematical problems including word problems in a variety of contexts with a focus on developing mathematical reasoning (link to digital skills and AI)	RH	Ongoing Term 1 Term 1	
All pupils have increased opportunities and experiences of different Learning Partnerships to deepen and enrich learning	4. To increase partnership working with a wider range of stakeholders to enrich the pupil learning experience and develop the 6Cs (link to learning partnerships) - Further increase number of partners to enhance and deepen the learning experience through e.g. - Contact chamber of commerce, - DYW Scotland, - Parents, - local businesses - SAR Team - NDO Further develop shared learning experiences building on relationship with school in India and Indonesia – develop opportunities for pupils to learn with and alongside each other. Build on our relationship with Southcraig School – extend opportunities for collaborative working and learning. Potential Christmas Showcase at Auld Kirk - Work towards continued recognition and accreditation in the International Schools Award (links to UNCRC, Global Goals)	KM KM KM KR/KM KM	Ongoing through staff meetings Term 1 Term 4 Ongoing as appropriate Ongoing Term 4	All pupils can articulate how there are partners in their learning. Feedback from all stakeholders identify how they value and are included in deepening the learning experiences Increased number of 'experts' to support curriculum delivery Pupils have the opportunity of working with pupils locally or internationally to develop their understanding of being a global citizen.

Inspection Report Next Steps (if not detailed above) Almost all pupils have the opportunity to develop leadership skills in a range of context Ensure pupils can identify strengths and areas for improvement in their work through the written feedback provided across all curricular areas. Ensure that all children know their emotions will be recognised and supported.	- Explore meaningful ways in which all children can be engaged in leadership opportunities to effect change within the school (possibly linked to whole school events e.g Black History Month) - Improve the quality of the written feedback to pupils in respect to quantity of feedback and focused on the LI. - Develop staff skills in moderating across identified curriculum areas – linked to the reviewed curriculum documents. - Review the approaches to emotional check-ins across the school. Agree a consistent set of expectations and principles.	RH/KM/KR/ Class Teachers RH/ Class teachers RH / Class teachers	Term 1 Term 4 Term 2 Term 4 Term 1	Almost all pupils can explain their contribution to affecting change with the school or school community. Written feedback is effective in providing pupils in identifying how to improve skills in all curricular areas and linked to agreed standards. Pupils can identify how their emotions are validated and supported in every class. HWB Webs
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Appendix A – Associated South Ayrshire Plans

Included, Engaged and Involved 1 – Action Plan

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

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

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

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

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

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

Improvement Planning 2026-2027

PHASE 3 SCHOOLS / CENTRES

Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment Educational Services Improvement Plan 2023 - 2027					
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 3 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	By June 2026 , 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.	The aims of South Ayrshire Reads are beginning to embed across Phase 3 School Communities The values, vision and aims of South Ayrshire Reads	- 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 3 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 3 schools will have had the opportunity to engage in collaborative activity - whether through partnership CLPL, as part of the Phase 3 cohort, or via peer school visits -to strengthen collective efficacy and support an outward-looking approach to improvement.		- 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 PTs	June 2027
	By August 2026 Phase 3 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 ensuring all staff are equipped with the knowledge and skills to support reading development effectively.		- Meeting & Discussion with Phase 3 schools to identify new/returning members of staff and their stages - Existing members of staff in Phase 3 schools to support, through coaching, modelling and collaborative discussions - Fast Track sessions agreed & planned by SAR Team	SAR PTs	August 2026

prioritises best practice, challenge and adapted teaching for children with additional support needs To <i>gather, use and analyse data effectively to drive change and improvement</i> in children's reading skills, reading confidence and reading attainment	By June 2027 ALL Phase 3 education staff will have had the opportunity to engage in bespoke high-quality CLPL.	is consistent and clear to all stakeholders	All CLPL will be based on the Science of Reading and will:	SAR PTs	June 2027
	By June 2027 ALL Phase 3 education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest.		- o Deepen existing work on word recognition by adding morphology, positioning phonology, structure and meaning as one connected system - o Move on to language comprehension with an initial focus on the background knowledge and vocabulary strands.		
	By June 2027 ALL Phase 3 education staff will have had the opportunity to develop their practice in collaboration with the SAR team.		- o Additional online sessions planned, created and delivered by SAR Team in response to need - o Additional sessions will be advertised through the monthly CLPL Bulletin and Reading Leader channel on MS Teams.	SAR Team	June 2027
	By June 2027 ALL Phase 3 schools will have had the opportunity to engage with assessment implementation, data analysis and self-evaluation, using HGIOR (How Good is Our Reading) to drive teaching and learning.		o Collaboration activities including workshops and professional discussions as requested	SAR Team	June 2027
	By June 2027 ALL Phase 3 schools will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities.		- o Reading Leader- Led Workshops focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps. - o Reading Leader-Led Workshops using HGIOR as a self-evaluation tool.		June 2027
	By June 2027 ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.		- o Reading Schools Accreditation - o Communication Friendly Environments - o Developing Writing through SAR - o Giglets - o Lending Library		June 2027
			o Support for RL, as required, from SAR team for workshop and parent events	Reading Leaders	

Holmston Primary School

2026-2027



**Reading Leader-
Led Workshop
EOY Data Analysis**
Date TBC

 Tuesday 20th
April 2027
9am - 12noon

 **Language
Comprehension
Part 2**
Wednesday 20th
January 2027
3:30 - 5.00pm
Venue: Doonfoot PS

 **Language
Comprehension
Part 1**
Wednesday 13th
January 2027
3:30 - 5.00pm
Venue: Doonfoot PS

 Tuesday 10th
November 2026
9am - 12noon

 **Word Recognition:
Morphology (Part 2)**
Wednesday 2nd
September 2026
3:30 - 5.00pm
Venue: Doonfoot PS

 **Fast Track**
Thursday 3rd &
10th September
2027



 Tuesday 9th
February 2027
9am - 10am
online

 **Language
Comprehension
Part 3**
Wednesday 10th
February 2027
3:30 - 5.00pm
Venue: Doonfoot PS

 **Reading Leader
-Led Workshop
BOY Data Analysis**
Date TBC

 **Word Recognition:
Self-Evaluation**
Wednesday 21st
October 2026
3.30-5.00pm
Venue: Doonfoot PS

 Tuesday 1st
September 2026
9am - 10am
online

Key



Assessment Window



Reading Leader
Meeting



Workshop School Only



Professional Learning
Session

South Ayrshire Service Plan Priority

Priority: Improving Our Curriculum

ALL SOUTH AYRSHIRE SCHOOLS 2025-2026

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

	- All Head Teachers will attend two authority HT Curriculum Conferences.				
To establish an understanding of a concept-based curriculum and to introduce the Know-Do-Understand model.	- 'Curriculum of Hope' professional reading distributed during the 'Train-the-Trainer' session for key leads. - Values from the 'Curriculum of Hope' text shared with all staff during twilight sessions . - Key leads to gather staff feedback at the beginning of the first twilight. - Key leads to repeat the staff survey at the end of the second twilight to gauge progress.	<i>All staff understand the principles of a concept-based curriculum.</i> <i>All staff will have had opportunities to engage with the values and principles of 'A Curriculum of Hope'.</i>	'A Curriculum of Hope' professional reading Microsoft form for twilight	Pre/Post Survey Data	October 2026 February 2027

Summary of PEF Plan 2026 - 2027

Outcomes – Aims (Details targets % 26/27) Smooth transition from ELC to Primary 1 for identified children, ensuring their mental health and wellbeing Raised attainment in Reading, Writing and Numeracy as a result of high-quality interactions between adults and children Measures Baseline Assessment completed on entry – assessing children's communication and language skills, early reading behaviour and phonological awareness, ability to mark-make and write, as well as their counting and number recognition, fine and gross motor manipulation, and social interaction Developmentally appropriate interventions and support for targeted children Shared planning for progression and continuity NSA and teacher Judgments	Intervention 1 Max 200 words EYP appointed to ensure: • Transition from ELC to Primary 1 is successful • Interventions to support identified gaps in children's learning and development • Nurture – ensuring children's personal, social and emotional needs are met as a new class is formed • PBL and pedagogy, specifically in P1 • Setting up provocations for learning which reflect children's interests • Documenting their learning • Active Phonics (RWI) and Reading • Talk for Writing CPA approaches to Numeracy	Children happy and settled in P1 as a result of positive and nurturing relationships. Observations of children's learning indicate significantly improved attainment in Reading, Writing and Mathematics. A number of children achieving Early Level earlier than expected. Depth of understanding and confidence in applying skills in real-life contexts. Children able to express themselves and articulate their understanding Confidence and fluency in Reading. Application of Phonics in Writing – several children able to write independently. Children confident in using concrete materials to develop understanding in Numeracy and Mathematics. Play is integral to learners' experiences. Maintaining high attainment in NSAs.
Outcomes – Aims (Details targets % 26/27) Identified pupils make progress towards individual targets through additional support as appropriate to their needs. P4 Target for Literacy and Maths 75% of pupils on track. P7 Target in Literacy and Maths 75% of pupils on track Measures Staged intervention targets and evaluations. Teacher assessments, NSA, standardised tests Pupils make improved progress from previous year	Intervention 2 0.2 teacher to work on specific interventions to close gaps in learning with a focus on writing. Interventions to consider as appropriate include: • 3 Read Approach and Numicon • Plus 1 and Power of 2 programme • PAT Phonics • Toe by Toe Focus cohort: Primary 4, 6 and Primary 7	Individual pupils make sufficient progress they no longer require interventions and can begin to access the learning through the differentiation within the class

Appendix B

Proposed Staff Meeting Plan linked to SIP

Staff Meeting	Theme
18.08.25 INSET 1	CP SIP Deep Learning 6Cs
19.08.25 INSET 2	Curriculum Planning
02.09.26 Staff Meeting 1	SAR 1: Word Recognition and Morphology
23.09.26 Staff Meeting 2	Inspection Report Follow up 1
29. 09.26 Authority Twilight 1	Curriculum
19.10.26 INSET 3	Enquiry-based approaches / IDL 1 / PSA Conference
21.10.26 Staff Meeting 3	SAR 2 – Word Recognition Evaluation
04.11.26 Staff Meeting 4	SAR – Language Comprehension 1
18.11.26 Staff Meeting 5	Profile sampling and Writing Jotters Peer Moderation
25.11.26 Authority Twilight 2	Cluster Priorities - moderation
01.12.26 Staff Meeting 6	Digital skills – Magic School (Maths), Peer visit planning 6Cs
13.01.27 Staff Meeting 7	SAR Language Comprehension 2
20.01.27 Staff Meeting 8	SAR Language Comprehension 3
28.01.27 Authority Twilight 3	Curriculum
10.02.27 Staff Meeting 9	SAR Data
16.02.27 INSET 4	Primary Conference
03.03.27 Staff Meeting 10	Peer Visit feedback/Inquiry-Based approaches / IDL 2
21.04.27 Staff Meeting 11	Digital Skills Award 2
05.05.27 Staff Meeting 12	Inquiry Based Learning / IDL 3
06.05.27 INSET 5	School Priorities – SIP evaluation and planning for next session
19.05.27 Staff Meeting 13	Inquiry Based Approaches / IDL 4
26.05.27 Staff Meeting 14	SAR Data
June Transition Meetings	CT to organise

