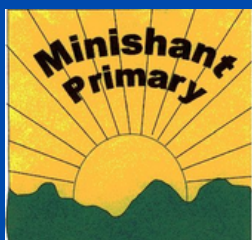




MINISHANT PRIMARY SCHOOL

STANDARDS AND QUALITY
REPORT 2025/26





Minishant Primary School

OUR SCHOOL

VISION & VALUES

At Minishant Primary School we set high standards with the view to giving our young people the best possible start in life – through nurture, meaningful learning experiences, and by fostering resilience and confidence to thrive in a changing world. We strive to do our best in all areas, we understand the importance of effective communication and the need to be respectful, friendly and kind with one another.

Everyone at the school wants to play their part in making Minishant, and the wider community, a positive, more equitable and sustainable place to live, work and play. We value community and understand the important role the school plays within that.

This session, we have embedded our school values, vision and school motto through meaningful collaboration with all key stakeholders. Every interaction within our school community is guided by our three core values, which we have all committed to upholding to the best of our ability....

Respect

Friendship

Kindness

Vision

We believe every child deserves a nurturing, inclusive school where they can thrive. Our vision is to be a community that promotes learning together, teaches valuable life skills and ensures everyone is included. In our welcoming environment, we work as part of a team to support each child's journey and help them to thrive in all areas of life.

Motto

"We care, we share, we help!"

Minishant Primary recognises its role within a global community - ensuring the Global Goals and UNCRC are at the forefront of our thinking and daily experiences.





Minishant Primary School

OUR SCHOOL

SCHOOL CONTEXT

Minishant Primary School is a non-denominational school. It is in the village of Minishant in South Ayrshire situated on the A77 road between Ayr and Maybole. Minishant Primary School is part of a shared headship with Crosshill Primary School. Children come to school by car or walk. At present, June 2026, the school roll is 20 and there is no Early Years Centre within the school.

The school's SIMD profile reflects pupils from deciles 1–7, as Minishant Primary serves children from both within and beyond the designated catchment area. Free school meal entitlement is 32%, 60% of pupils in the school are on staged intervention, and attendance in 2025/26 was 93.1% (local Authority average is 93.2%) - with no exclusions. During the course of this session we have engaged with several external partnership agencies including Family First, Educational Psychological Services, Inclusion team, Outreach and our School Nurse to provide further support where required.

We have two classroom areas comprising of a P1-4 class and P5-7 class. We have a large open area, which encompasses a library and quiet areas for pupils to work, and a community kitchen which pupils access weekly. In our IFE wing we have a gym hall/dining hall and we benefit from a lovely outdoor setting that pupils access throughout the week.

We have good links with community groups and work closely with the Thriving Communities Team and partners such as Active Schools to deliver vital services directly in the village; importantly helping to tackle rural poverty.

Our staff team consists of Head Teacher, shared with Crosshill Primary; Principal Teacher (0.5FTE Principal Teacher Minishant/0.5FTE Principal Teacher Crosshill); 1 Class Teacher (1.0 FTE); 1 Class Teacher (0.6FTE Temp); 1 School Assistant (Full time); 1 Clerical assistant; 1 Janitor/Catering Assistant.

The Head Teacher has been in post since October 2024. All staff have a leadership role and develop areas such as literacy, numeracy, play based learning, digital technologies and Rights Respecting Schools.

The school enjoys links with our sister school, Crosshill; cluster primaries and feeder Secondary, Carrick Academy, and organise projects throughout the year e.g. transition projects and sporting events.

The school is supported by our Quality Improvement Officer, Chris Flanagan.



PROGRESS TOWARDS NATIONAL IMPROVEMENT FRAMEWORK & SCHOOL IMPROVEMENT PRIORITIES

NATIONAL IMPROVEMENT PRIORITIES

• Do we place the human rights and needs of every child and young person at the centre of education?

- We have embedded our values, vision and ethos which embodies Children's Rights and this links our values and the UNCRC. This has helped develop a shared understanding across the school community and is supporting pupils to demonstrate these values in their daily learning and interactions.
- We achieved our Rights Respecting Schools Silver accreditation and this session continued our work towards Gold, which has resulted in a stronger understanding and promotion of children's rights across the school community.

• Have we improved children and young people's health and wellbeing?

- Almost all pupils report enjoying coming to school, which has resulted in high levels of engagement and positive attitudes towards learning.
- Pupils have participated in a wide range of physical activities throughout the session, helping to promote physical wellbeing, resilience and teamwork.
- Most staff have engaged in training to support the needs of pupils, e.g. CPI training, ASN Conference. This has increased staff confidence and knowledge in meeting a diverse range of learning and wellbeing needs.
- Increased outdoor learning sessions, led by staff and outdoor instructors, has resulted in enhanced wellbeing, opportunities for wider achievement and pupils developing a stronger connection with their local environment.

• Are we closing the attainment gap between the most and least disadvantaged children and young people?

- All pupils identified within PEF have made progress in CFE levels across all curricular areas. This demonstrates that targeted support and interventions are helping to reduce barriers to learning and improve attainment.
- All pupils on STINT that have an identified need have made progress in CFE levels across all curricular areas. This reflects the positive impact of targeted planning, support and interventions in meeting individual learning needs and promoting achievement.

• Is there an improvement in skills and sustained, positive school-leaver destinations for all young people.

- All staff articulate the purpose of learning and have provided an increased number of opportunities to develop skills for work. This helps pupils make meaningful links between learning and future careers.
- Meta-skills are embedded within our daily lessons which was highlighted in our Collaborative Improvement Visit this session. Most pupils can articulate the key meta-skills being developed within lessons, helping pupils to recognise and transfer skills across different contexts.
- P5-7 pupils engaged in a cluster careers event that encompassed a variety of partners within the workforce, increasing their awareness different career pathways. This will become an annual event.
- Next session, we will continue to develop skills for life and work through the introduction of Gen+ and the creation of a skills passport for all P5-7 pupils, helping them track and articulate their skills and achievements.

• Has there been improvement in attainment, particularly in literacy and numeracy.

- Overall in Literacy the percentage of pupils working on or beyond their level is 75% and for Numeracy is 70%. It must be noted that in a small rural school the number of pupils in each cohort can impact attainment percentages.
- Bespoke South Ayrshire Reads CLPL has continued this session for delivering phonics and fluency, this has continued to help improve the learning and teaching within Literacy. 93% of pupils improved their automaticity scores, the remaining 7% maintained their score in line with SAR assessments. 100% of pupils achieved very well in their DFE phonics assessment.
- Thinking Classroom CLPL and inputs from the Numeracy Development Officer have supported Numeracy attainment and has resulted in enhanced staff confidence and consistency in numeracy teaching.
- The majority of P4-7 pupils who engaged in the Literacy GL assessments attained SAS scores within the expected range of 90-110. 85% of pupils showed progress through improved or maintained SAS scores.
- The majority of P4-7 pupils who engaged in the Numeracy GL assessments attained SAS scores within the expected range of 90-110. 100% of pupils showed progress through improved SAS scores.



PROGRESS TOWARDS NATIONAL IMPROVEMENT FRAMEWORK & SCHOOL IMPROVEMENT PRIORITIES

LOCAL AUTHORITY PRIORITIES

• Do we ensure our children and young people are engaged and participate in an inclusive education system that values the unique contributions of all our learners?

- We have maintained very good attendance rates of 93.1% which is line with the authority average. This ensures pupils benefit from consistent learning opportunities and supports positive attainment and achievement.
- Our values, vision and ethos embody Children's Rights and pupil voice. We have achieved our Rights Respecting Schools silver accreditation and this session we continued working towards gold. This has resulted in a stronger understanding and promotion of children's rights across the school community.
- We are continuing our Communication Friendly Environment journey and have achieved 2 awards this session. This has strengthened inclusive practice and helped create a more supportive environment for communication, participation and engagement.

• Do we ensure our children and young people experience the highest quality learning and teaching in our school?

- We have consulted with staff, parents and pupils to help embed high-quality learning and teaching expectations, creating a shared understanding of effective practice.
- We continue working with South Ayrshire Reads, focusing on phonics, reading and fluency. This has contributed to improved reading accuracy and confidence.
- Staff have worked alongside South Ayrshire Learns, focusing on pedagogy and practice across different curricular areas at First Level, and engaged with the Thinking Classroom CLPL, resulting in enhanced practitioner knowledge and increased engagement levels.
- Staff have worked with our sister school, Crosshill, on writing moderation, increasing confidence and consistency in assessment.
- Increased outdoor learning sessions with outdoor instructors which supported staff led sessions and lead to opportunities for wider achievement.
- Our cluster PE teacher modelled lessons with the P5-7 teacher which led to increased staff confidence and pupil engagement.

• Do we ensure our children and young people benefit from an ambitious curriculum that helps them gain the knowledge, skills and attributes needed for life in the 21st century?

- Staff articulate the purpose of learning and have increased the delivery of experiences built around the world of work, e.g. cooking, radio station sessions, Little Art School. This helps pupils make connections between learning, skills and future careers.
- Meta-skills are embedded within our daily lessons which was highlighted in our Collaborative Improvement Visit this session. Most pupils can articulate the key meta-skills being developed within lessons.
- P5-7 pupils attended a cluster careers event with a range of workforce partners, broadening their understanding of career pathways. This will become an annual event.
- We have enhanced learning and teaching through the use of Digital Technology, particularly in the P5-7 class, through the use of Promethean, Adobe Express and iPads which has increased pupil engagement, supported creativity and collaboration, and strengthened digital literacy skills. We continue to work towards our Digital Award.

• Do we ensure that strong leadership and self-evaluation practice is a core feature of work?

- Staff at all levels are encouraged to take on leadership roles, while pupils contribute through responsibilities such as Buddies, Phunky Foods Ambassadors and Digital Leaders. This is helping to develop leadership skills, confidence and ownership across the school community.
- Our School Improvement Plan has been shared with all stakeholders, with key staff leading priority areas. This has strengthened collective responsibility for improvement and helped maintain a clear focus on agreed priorities.
- HGIOS is used by staff to support self-evaluation, with reflective practice embedded in staff meetings throughout the year. The use of Wee HGIOS has also increased pupil involvement in evaluating and improving the work of the school.
- Data is used by staff to inform learning and teaching, supporting targeted interventions and helping to ensure pupil needs are identified and addressed promptly.



REVIEW OF SCHOOL IMPROVEMENT PRIORITIES 2025/26

Literacy - SAR & Writing

- All staff engaged in South Ayrshire Reads CLPL focusing on advanced phonics, fluency and morphology. As a result, staff confidence and consistency in the teaching of reading is beginning to increase, supporting a more structured approach to literacy development across the school.
- Through formal and informal observations, explicit teaching of phonics and fluency is evident in most literacy lessons, ensuring pupils are developing the key skills required for reading accuracy and fluency. School Assistants have also participated in South Ayrshire Reads CLPL, strengthening targeted support for learners.
- All areas of the school are symbolised and we have achieved our Communication Friendly - 'Learning Environment' badge and have engaged in observations for our 'Adult Interactions Style' badge. These developments have created more accessible and inclusive learning environments, supporting communication, independence and engagement for all learners.
- 93% of pupils improved their automaticity scores, the remaining 7% maintained their score in line with SAR assessments, demonstrating positive progress in reading.
- 100% of pupils achieved very well in their DFE phonics assessment, achieving the expected standard and demonstrating secure phonological skills.
- The majority of P4-7 pupils who engaged in the Literacy GL assessments attained SAS scores within the expected range of 90-110. 85% of pupils showed progress through improved or maintained SAS scores.
- Writing overview rolled out in August 2025 to provide consistency. This is supporting greater progression and coherence in learning experiences for pupils.
- Writing assessment criteria were developed and used termly across Early, First and Second Level. The use of assessed and moderated 'hot pieces' is improving teachers' understanding of standards and strengthen the reliability of professional judgement.
- Staff have engaged in termly moderation activities to ensure consistency in achievement of a level. This collaborative approach has increased confidence in assessment decisions and helped ensure learners are tracked and supported more effectively in their progress through Curriculum for Excellence levels.



Numeracy

- The numeracy yearly overview is now embedded across the school, ensuring most aspects of numeracy and mathematics are taught systematically throughout the year. This has supported greater progression and continuity in learning, allowing pupils to build knowledge and skills over time.
- CPA (Concrete, Pictorial, Abstract) approaches are continuing to be embedded within both classes, enabling pupils to develop a deeper conceptual understanding of mathematical concepts and increase confidence when applying their learning.
- Staff are continuing to increase the use of contextualised problems and real-life learning experiences. As a result, pupils are having more opportunities to apply their mathematical skills in meaningful contexts, supporting the development of mathematical thinking, reasoning and problem-solving skills.
- The majority of P4-7 pupils who engaged in the Numeracy GL assessments attained SAS scores within the expected range of 90-110. 100% of pupils showed progress through improved SAS scores.
- Manipulatives are used in the majority of maths lessons, supporting pupils to explain their thinking, make connections between concepts and develop a deeper understanding of mathematical processes.
- Thinking Classroom approaches are beginning to be embedded in both classes, with pupils showing greater independence, resilience and engagement in their learning.
- Cluster working has improved staff understanding of standards and expectations, leading to more consistent approaches to teaching, learning and assessment across schools.



Health & Wellbeing

- Pupils participated in a range of sporting activities throughout the session, increasing attendance at clubs and local authority competitive events. These opportunities have supported pupils' physical wellbeing, teamwork and resilience, while encouraging greater participation and engagement in sport.
- We have developed calm corners in our classrooms and a sensory space out with the classroom to support self-regulation. As a result, pupils have increased opportunities to manage their emotions, develop coping strategies and engage more successfully in learning.
- Outdoor learning opportunities have increased through a combination of specialist instructor-led and teacher-led sessions. This has enhanced staff confidence and capacity to deliver high-quality outdoor learning, while providing pupils with engaging, active and meaningful real-world learning experiences across the curriculum.
- We have successfully achieved Silver Rights Respecting Schools accreditation and are now working towards Gold. Weekly Together Time provides meaningful opportunities for pupils to influence decision-making and help shape positive change within the school and wider community. Most pupils demonstrate a strong understanding of their rights and responsibilities and, through opportunities such as celebration assemblies, are increasingly confident in sharing their views, recognising the achievements of others and contributing to school improvement.
- Pupils have benefited from a wide range of elective opportunities shaped by pupil voice, including cooking, gardening and science. These experiences have increased pupil engagement, supported the development of new skills and interests, and promoted greater ownership of their learning.

REVIEW OF SCHOOL IMPROVEMENT PRIORITIES 2025/26



High quality learning & teaching

- We have continued to embed our agreed learning and teaching expectations across the school, resulting in increased consistency in pupils' learning experiences and a clearer shared understanding of effective practice amongst all staff.
- Staff engaged in peer observations throughout the session, supported by professional dialogue and self-evaluation using our See, Hear, Feel observation record. This has strengthened reflective practice, encouraged the sharing of effective approaches and supported continuous improvement in learning and teaching.
- Meta-skills are embedded within our daily lessons which was highlighted in our Collaborative Improvement Visit this session. Most pupils can articulate the key meta-skills being developed within lessons. This continues to build learners' ability to transfer skills across contexts, supporting lifelong learning and future readiness.
- Staff have engaged in high-quality CLPL, including South Ayrshire Reads, First Level training, Nurturing Mathematical Thinkers and Learning Environment CLPL. This professional learning has enhanced staff knowledge and confidence, leading to improved learning and teaching approaches.
- We have enhanced learning and teaching through the use of Digital Technology, particularly in the P5-7 class, through the use of Promethean, Adobe Express and iPads which has increased pupil engagement, supported creativity and collaboration, and strengthened digital literacy skills. We continue to work towards our Digital Award.
- Pupils engaged in a range of contextualised learning experiences through play, outdoor learning and mathematics, developing curiosity, engagement and meta-skills while applying learning in meaningful contexts. They planned and led aspects of their learning through task boards. Next step is to provide more opportunities for child-led play.
- Next session we will continue to work alongside South Ayrshire Reads, South Ayrshire Learns and the Numeracy Development Officer to ensure continuous improvement in learning and teaching. This will further strengthen staff understanding of effective pedagogy and outcomes for all learners.



Planning, tracking & assessment

- Our online planning format has been embedded across the school, providing a clear overview of learning and supporting progression across stages and levels.
- A school data tracker has been introduced and is being used effectively by SLT to monitor attainment and progress. This has improved the accuracy of tracking and helps to identify pupils requiring additional support. The next step is to upskill staff in its use.
- Assessment overview has been embedded this session, allowing more in depth monitoring of progress for pupils on STINT. This provides more reliable evidence of progress, support targeted teaching, and ensures that interventions are responsive to pupil needs.
- Individual pupil attainment trackers have been created to demonstrate the attainment journey of each individual, which has resulted in a more personalised approach to supporting pupil progress.

IMPACT OF PUPIL EQUITY FUNDING

Priority 1 - Closing of identified gap in literacy and numeracy.

Priority 2 - Maintain/improve attendance, reduce late comings and reduce the cost of the school day through breakfast club.

Interventions:

- Additional School Assistant hours (10hrs)
- Purchase of breakfast club products.

Outcome:

- The majority of P4-7 pupils who engaged in the Literacy GL assessments attained SAS scores within the expected range of 90-110. 85% of pupils showed progress through improved or maintained SAS scores.
- The majority of P4-7 pupils who engaged in the Numeracy GL assessments attained SAS scores within the expected range of 90-110. 100% of pupils showed progress through improved SAS scores.
- Attendance has remained high this year at 93.1%, in line with the authority average.
- Attendance at breakfast club is kept daily: 60% (12 pupils) of all pupils access the breakfast club weekly.

SCHOOL EVALUATION OF KEY QUALITY INDICATORS

1.3 Leadership of Change

- Senior leaders carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable. The improvement plan is not seen as a static document and is projected over a number of years while being supported by authority leads and a variety of CLPL opportunities.
- Through a well-planned calendar of self-evaluation, staff meetings and stakeholder consultation, we have a clear vision of where we want to be and what we need to do to get there.
- Staff are encouraged and empowered to lead change within the school and collegiate working across the cluster has been beneficial.
- Staff within the school are committed to improvement and have clear expectations of all learners. Staff remits and expectations have led to leadership opportunities at all levels. All teaching staff have engaged in high quality CLPL and visited others schools to observe best practice which is a key driver to improve learning and teaching.
- Staff use their development time and staff meetings to develop pedagogy, support each other and improve the quality of learning and teaching.
- Parents and pupils have regular opportunities to support improvement through surveys and participating in a range of formal and informal activities. Feedback was sought from pupils, parents and staff to evaluate our progress of School Improvement priorities and PEF. This helped shape the School Improvement plan and PEF spending for 2026/27.

Good

2.3 Learning and Teaching

- We have a positive ethos in the school and staff focus on getting it right for every child.
- Almost all children demonstrate confidence and engagement during learning activities. Staff know the children very well and are attuned to their needs. Through observations and regular professional dialogue, it is clear to see that most experiences offered are enjoyable and well matched to pupils' needs.
- Our children are involved in the wider life of the school e.g. committees, in the community.
- All teachers adopt a wide range of strategies to meet the varied needs of their pupils- providing high quality, individualised learning.
- Staff are keen to improve and work collegially with partners in a positive way. The school environment, inside and outside, is used well by all the staff and pupils. We are providing more opportunities for our learners to demonstrate their knowledge, understanding and skills in contextualised experiences.
- Children experience a broad and balanced curriculum. Our curriculum and planning processes are aimed to ensure all our children receive a high-quality experience across all curricular areas through breadth, depth and application of learning. All staff provide appropriate encouragement and scaffolding to enable children to learn successfully in the classroom and through play.
- Most pupils use peer/self-assessment to effectively plan next steps in their learning and can talk about what they have been learning. They are involved in evaluating and setting their learning targets termly. They also record relevant meta-skills developed in their learning journals.
- Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners. Data is used to form discussions at termly tracking meetings. School data is explored further with central colleagues to ensure accuracy.

Good

3.1 Ensuring Wellbeing, Equality & Inclusion

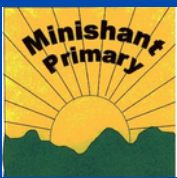
- All stakeholders promote a climate where children and young people feel safe and secure. All staff and partners model behaviour which promotes and supports the wellbeing of all.
- Staff and partners have created an environment in which children and young people feel listened to, valued, and confident in discussing personal and sensitive aspects of their lives, knowing they are cared for and supported. Zones of regulation and a new sensory room help pupils self-regulate and build emotional intelligence.
- All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion. At community events, senior leaders present up-to-date local, national and international legislation and research affecting the rights, wellbeing and inclusion of all children and young people.
- We have increased staff and pupils' knowledge of children's rights through RRS work and we have achieved our silver award and working towards gold.
- Staff have received guidance and training on staged intervention and wellbeing processes and pupils and parents are involved in evaluating and setting targets.
- The teachers and our school assistant provide support to pupils experiencing difficulties in literacy, numeracy and self-regulation. Pupils who require additional support for their learning or with emotional and behavioural needs are closely monitored through the staged intervention process, with appropriate strategies and supports in place.
- Appropriate links are made with other professional partners including: educational psychologist, school nurse, inclusion team, which leads to timely support and improved outcomes for learners.
- Outdoor spaces both in and out with the school are being used regularly to promote positive wellbeing. Staff take account of research linking benefits of outdoor learning with wellbeing.

Very Good

3.2 Raising Attainment & Achievement

- Attainment, evidenced through formal measures, has been positive and every child has made progress from the start of the school session. This is evidenced through ongoing assessments, baseline/value added assessments, observations, feedback, individual attainment records and confident teacher judgements. Support is in place for pupils who are not making expected progress. More able learners are being challenged in specific areas.
- Attainment levels are good - across P1-7 in Literacy the percentage of pupils working on or beyond their level is 75% and for Numeracy is 70%.
- Through tracking procedures in place, it is clear that most pupils are making progress from prior levels of attainment. Attainment data is being used to identify progress and next steps.
- Staff and children share and celebrate achievements in and out of school during Together Time and in Learning Journals. All children have opportunities to attend after school clubs led by staff, Active Schools and volunteers.
- Pupils exemplify the four capacities and we aim to continue to build links with the school community to enhance the totality of the curriculum.
- All staff are committed to addressing the cost of the school day to ensure children are not disadvantaged in any way. Additional funding is sourced to ensure the cost of trips are reduced/fully funded.
- The majority of P4-7 pupils who engaged in the Literacy GL assessments attained SAS scores within the expected range of 90-110. 85% of pupils showed progress through improved or maintained SAS scores.
- The majority of P4-7 pupils who engaged in the Numeracy GL assessments attained SAS scores within the expected range of 90-110. 100% of pupils showed progress through improved SAS scores.
- PEF has been used to provide targeted support in Literacy, Numeracy and Wellbeing.

Good



ATTAINMENT OVER TIME

Literacy Attainment Over Time (%)						
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
P1	83	67	100	100	-	67
P4	100	60	100	67	100	60
P7	0	43	57	67	67	100

Numeracy Attainment Over Time (%)						
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
P1	83	100	100	100	-	67
P4	100	80	100	67	100	60
P7	40	71	71	100	100	50

Attainment within Primary 7 has steadily increased over the years within Literacy.

Attainment over time for Literacy and Numeracy within Primary 1 and in Primary 4 has peaks and troughs. Peaks and troughs in attainment, as read from the table, are the result of pupil numbers within those cohorts. Having low numbers in specific cohorts can impact percentages.

Attainment data indicates that current Primary 4 pupils who began their journey at Minishant in Primary 1, are making very good progress in Literacy and Numeracy. Similarly, our current Primary 7 pupils, who have progressed through the school since Primary 4, demonstrates maintained high levels of achievement in Literacy.

CAPACITY FOR CHANGE

The school is in a good position with definite capacity to make further improvements. The over-riding focus will continue to be on closing the gap and ensuring our young people are safe, happy and supported in their wellbeing.

Our capacity for improvement has been measured through the careful analysis of triangulated quality assurance evidence alongside 'How Good is our School 4'. Additional evaluation of our Pupil Equity Fund projects and targeted interventions has also allowed us to analyse the strategic gains made towards ensuring both excellence and equity for all and identify future opportunities for strategic growth.

Leadership of change is well managed and at an appropriate but challenging pace. Staff have engaged in self-evaluation, collegiate working, moderation opportunities and they will ensure our pupils will continue to receive a positive experience at school.

The school community knows its strengths and areas for development and together it will move forward and achieve continued success!

The school is well placed and strives to consistently deliver high quality teaching, learning and assessment.

SCHOOL IMPROVEMENT PRIORITIES 2026/27



Raising children and young people's attainment and achievement in literacy and numeracy.

Literacy

- Bespoke high quality CLPL with South Ayrshire Reads to provide staff in the school with training on the delivery of high quality teaching and learning, with a specific focus on advanced phonics, fluency and morphology.
- To gain Reading Schools 'bronze' accreditation in the Scottish Book Trust Reading Schools Programme.
- Continued focus on our practice and pedagogy in relation to writing, with the further opportunities to moderate writing across both schools and cluster.
- To continue to engage in Communication Friendly Environment accreditation process.

Numeracy

- Begin to embed Thinking Classroom approaches within Numeracy.
- Continue to strengthen the independent use of Part/Part/Whole, Bar Modelling, CPA strategies, and Number Talks across all classes.
- Work collaboratively with our partnership schools to ensure collective efficacy and an established approach to looking outwards through peer learning visits and professional discussions.
- To contextualise learning experiences within Literacy and Numeracy to prepare children for the world of work.



To develop an inclusive, responsive curriculum that meets the needs of all learners.

Health & Wellbeing

- To continue to work with parents/carers and external agencies to identify and address barriers to attendance, ensuring a supportive and inclusive approach.
- To continue the development of children's rights and pupil voice and work towards Rights Respecting Schools gold award.
- To continue to develop emotional literacy and self regulation strategies through the use of Zones of Regulation.
- To promote mental, emotional, social and physical wellbeing by providing wider experiences for pupils within their local community and surrounding area, e.g. Competitive Sports.
- To continue to develop community links to work with pupils and their families to develop skills for life and work, e.g. Willow Project, gardening group.

Curriculum

- Engage with the new CIC frameworks as a staff in line with national and local authority action plan.
- Partnership working with the SAL Team to adopt our action plan for our 'Curiosity Project', ensuring all staff are working together with learners to develop a thinking classroom, with a focus on project based learning and curiosity based learning, in our P2-7 class.
- Deliver targeted STEM professional learning, including peer observation, collaborative planning and sharing of effective practice, to increase staff knowledge, skills and confidence in STEM teaching.

Expectations

- Use our Minishant Way to ensure high-quality learning and teaching and consistency across all classes.
- Use of benchmarks and progression frameworks to ensure challenge and support, with particular focus groups in P1, P4, P7.