



Muirhead Primary & Early Years Centre Improvement Plan 2026 – 2027

Fig. 2: Inwards, outwards, forwards



As a Rights Respecting School, we acknowledge the importance of Article 3 in all we do:
'The best interests of the child must be a top priority in all actions concerning children.'





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 work force

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

PRIORITY 1: RAISING ATTAINMENT IN LITERACY AND ENGLISH


What Outcomes Do We Want to Achieve?	How Will We Achieve This?	Lead Person	Timescales	How Will We Measure Impact?
Improvement in literacy attainment, particularly writing, through a well-planned, progressive writing programme.	PERFORMANCE INFORMATION		HGIOS 4 1.1, 1.2, 3.2	
	- Pupil progress will be tracked and monitored. - Attainment data and attendance will be used to inform next steps. - Implement Included, Engaged and Involved (Part One) statutory national guidance around attendance (SAC improvement plan included) - Well-planned interventions will be offered where appropriate. - Continue to embed our reading pedagogy (see attached SAR action plan)	All staff L Livingstone HT L Lockie DHT to monitor attendance L Lockie DHT/ K McRae ASfL Teacher	Sep. Dec, May Sep, Dec, Feb, May Monthly October 2026	Improved Attainment and Achievement Attainment data, including CFE Levels, GL Assessments and NSA results, will demonstrate improved outcomes in writing and a reduction in attainment gaps for identified groups of learners. Effective Tracking of Learner Progress Tracking and monitoring data, supported by professional judgement, will show that learners are making appropriate progress in writing at an appropriate pace from EYC to P7. Robust Pupil Progress Meetings Termly Pupil Progress Meetings and STINT meetings will evidence the impact of interventions, identify next steps and ensure targeted support is resulting in improved learner outcomes. Impact of Targeted Interventions Data gathered from targeted interventions will demonstrate accelerated progress and improved attainment for learners requiring additional support or challenge. Improved Attendance and Engagement Monthly attendance data will show improved attendance and engagement, leading to increased participation in learning and improved progress in writing.
Pupils will develop as confident, skilled writers and be aware of the importance of writing both for a purpose and enjoyment.	CURRICULUM & ASSESSMENT SCHOOL & EYC IMPROVEMENT TEACHER PROFESSIONALISM & SCHOOL LEADERSHIP		HGIOS 4 1.1, 1.3, 2.3, 2.4, 3.2	
	- Staff to engage in self-evaluation regarding writing pedagogy and writing skills across the school. - Staff to engage in writing CLPL including professional reading e.g. The Writing Revolution 2.0 - Development of a progressive whole-school writing framework from Early Years to Primary 7, which complements the Science of Reading and ensures clear progression in writing skills, genres and expectations. - Develop our planning of writing to ensure a meaningful approach which engages children in the purpose of writing and enjoyment from writing. - Deliver high-quality writing lessons with explicit teaching of vocabulary, grammar, punctuation, spelling and writing techniques. - Model the writing process regularly, demonstrating planning, drafting, editing, peer assessment and publishing. - Use effective feedback strategies to help pupils identify strengths and next steps in their writing. - Provide differentiated support and challenge to ensure all learners make appropriate progress. - Develop assessment procedures to ensure consistency in professional judgement of attainment, including opportunities to share practice and moderate achievement levels. - Provide opportunities for a collegiate approach to the moderation of planning & assessment.	L Livingstone HT C Mair Literacy Lead All staff	August 2026 September 2026 October 2026 October 2026 September 2026 September 2026	Quality Assurance and Monitoring Quality assurance activities, including classroom/playroom observations, learning visits and sampling of pupils' work, will demonstrate increased engagement, confidence and progression in writing across all stages. Assessment and Tracking Assessment evidence will be used regularly to monitor progress, identify gaps and inform next steps in learning and teaching, resulting in improved attainment and achievement in writing. Moderation and Consistency Moderation activities across stages will evidence greater consistency in teacher judgements, expectations and standards in writing from EYC to P7. Attainment and Closing the Gap Tracking and monitoring of baseline, attainment and achievement data, including GL' and NSA's, will demonstrate improved writing outcomes for all learners and reduced attainment gaps for identified groups. Targeted Support and Intervention Monitoring the effectiveness of targeted interventions, including STINT targets and EYC Care Plans, will show accelerated progress for learners requiring additional support or challenge. Pupil Progress Meetings Termly Pupil Progress Meetings will provide evidence of learner progress, the impact of actions taken and clearly identified next steps to support continued improvement in writing. Learner Voice and Engagement Pupil voice gathered through HGIOURS and other self-evaluation activities will show increased enjoyment, confidence and understanding of writing for a range of purposes and audiences. Staff Reflection and Professional Dialogue staff self-evaluation, feedback from moderation activities and professional dialogue will demonstrate increased confidence in teaching writing and consistency in effective writing approaches across the school.

What Outcomes Do We Want To Achieve?	How Will We Achieve This?	Lead Person	Timescales	How Will We Measure Impact?
Create a culture of writing across the school which involves opportunities for families to engage in learning with their children.	PARENTAL & WIDER ENGAGEMENT		HGIOS 4 2.3, 2.5, 3.2	
	➤ Establish writing as a visible and celebrated aspect of school life through displays, competitions, author studies and opportunities to share work with authentic audiences. ➤ Implement Young Leaders of Learning as a new pupil led improvement process, liaising with Barassie Primary School. ➤ Promote writing for enjoyment by providing meaningful, engaging and creative writing opportunities across the curriculum. ➤ Encourage pupil voice and choice, allowing learners to write about topics that interest and motivate them. ➤ Develop classroom environments rich in language, vocabulary and writing stimuli. ➤ Share calendar of events and development opportunities linked to writing priorities. ➤ PEEP sessions ➤ Stay and Play ➤ Shared learning events	L Livingstone HT C Mair Literacy Lead SAR team K McRae ASfL teacher Class teachers R Jeffries sEYP	December 2026 June 2027 October 2026 December 2026 September 2026 Throughout the year	• Pupil Voice: Surveys and discussions show increased enjoyment, confidence and motivation in writing across all stages. • Writing Engagement: More pupils participate in writing competitions, publishing opportunities and voluntary writing activities. • Visible Celebration of Writing: High-quality writing is displayed, shared and celebrated regularly throughout the school, on digital platforms and in assemblies. • Purposeful Writing Across the Curriculum: Learning walks and planning evidence demonstrate regular opportunities for meaningful writing in all curriculum areas. • Quality of Learner Work: Writing samples show improvements in creativity, independence, stamina and application of writing skills. • Attainment and Progress: Assessment and moderation data show increased achievement of expected CfE levels and improved outcomes in writing. • Consistency in Teaching Approaches: Classroom observations and professional dialogue confirm consistent implementation of agreed writing approaches from Early Years to P7. • Family and Community Engagement: Increased parental engagement and opportunities for pupils to write for real audiences within the school and wider community.

PRIORITY 2: TRANSFORMING OUR CURRICULUM


What Outcomes Do We Want to Achieve?	How Will We Achieve This?	Lead Person	Timescales	How Will We Measure Impact?
To increase understanding of the purpose and relevance of the CIC and the rationale behind curriculum reform.	PERFORMANCE INFORMATION		HGIOS 4 1.1, 1.2, 3.2	
	➤ 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.	All staff L Livingstone HT	August 2026 September 2026 January 2027	• Increased Staff Knowledge and Confidence Staff feedback, self-evaluation and professional learning evaluations will demonstrate increased confidence and understanding of curriculum reform, the Curriculum Improvement Cycle (CIC) and associated terminology. • Clear Understanding of the Rationale for Change Professional dialogue, staff discussions and evaluation activities will show that staff can clearly articulate the purpose, relevance and rationale behind curriculum reform. • Consistent Understanding Across the School Evidence from CLPL sessions, collegiate activities and quality assurance processes will demonstrate a shared understanding of key curriculum messages and expectations across all staff. • Increased Capacity for Curriculum Development The curriculum lead will effectively support and disseminate learning from authority-wide developments, with staff demonstrating increased engagement in curriculum improvement activities. • Awareness of National Expectations and Timescales Staff will demonstrate a clear understanding of the national implementation timeline and key milestones for the Curriculum Improvement Cycle through professional dialogue, planning and self-evaluation activities.
To provide clear and consistent communication for all staff and stakeholders in relation to Scotland's Curriculum	SCHOOL & EYC IMPROVEMENT TEACHER PROFESSIONALISM & SCHOOL LEADERSHIP PARENTAL & WIDER ENGAGEMENT		HGIOS 4 1.1, 1.3, 2.3,2.4, 2.5, 2.7, 3.2	
	➤ 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. ➤ SLT 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.	L Livingstone HT All staff	June 2027 May 2027 when requested June 2027	• Staff Feel Well Informed and Supported Staff feedback, self-evaluation and professional dialogue will demonstrate that colleagues feel supported, informed and confident during the early stages of curriculum reform. • Increased Staff Confidence in Communicating Change Staff will demonstrate increased confidence in discussing curriculum developments and the Curriculum Improvement Cycle (CIC) with colleagues, learners and families. • Effective Engagement with Professional Learning Participation in authority conferences, curriculum updates and use of the digital hub will result in a consistent understanding of curriculum developments across the school. • Improved Parental and Stakeholder Understanding Feedback from parents, carers and wider stakeholders will demonstrate increased awareness and understanding of Scotland's Curriculum and the rationale for future changes. • Consistent Communication Across the School Community Communication audits, stakeholder feedback and quality assurance activities will show that key messages relating to curriculum reform are shared clearly, consistently and effectively with all stakeholders



Development Areas & Staff Lead 2026-2027

DISTRIBUTED LEADERSHIP

FOCUS AREA	STAFF LEAD
Rights Respecting Schools	Mr McCaw
South Ayrshire Reads/Writing	Ms Mair, Mrs Jeffries
Communication Friendly Environments/Adaptive Teaching	Mrs Clydesdale
Modern Languages and 1+2 (including Gaelic)	Ms Mair
Numeracy and Maths	Mr Lindsay
Outdoor Learning	Mrs Clydesdale, Mrs Mcrae, Mrs O'Neil
Personal achievement, extra-curricular activities, community	Mr Lindsay, Miss Bryce, Active Schools
IDL Development	SLT, teaching staff
Digital Technology/STEM	Ms Mair, Mr McCaw, Mrs Campbell, Mrs Mason
Pupil Voice & Young Leaders of Learning	SLT
Play-based Learning	Mrs Brocklebank, Mrs MacPherson
Self-evaluation	SLT, Mrs Jeffries
Included, Engaged, Involved	Mrs Lockie

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 1 SOUTH AYRSHIRE SCHOOLS 2027-2027					
SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
To <i>develop confident and skilled readers in South Ayrshire</i> with a lifelong love of reading and the confidence to access all aspects of education, culture and society	By June 2027 , ALL Phase 1 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 1 School Communities focussing on building capacity and sustainability .	- 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 2027
	By June 2027 , ALL Phase 1 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
To <i>support and develop all education staff in South Ayrshire</i> to implement best practice through a culture of shared knowledge, collaboration and enquiry To <i>promote the implementation of an excellent reading curriculum</i> which prioritises best	By June 2027 , ALL Phase 1 schools will have had the opportunity to engage in collaborative and responsive CLPL to embed and deepen their work on word recognition and language comprehension, selecting the approaches that best suit their context, through: - Stage-Specific 'Spotlight' sessions 'Learning Live' sessions - Bespoke CLPL/workshops tailored to school-identified needs strengthening collective efficacy, promoting an outward-looking approach to improvement, and embedding high-quality, consistent reading practice.		- Term 2 & 3 'Spotlight' sessions planned and delivered by SAR Team – authority-wide collaborative sessions to share and build on stage-specific classroom practice 'Learning Live' – hybrid model of professional learning and observing learning live in action at peer schools to bridge theory to practice. - SAR Team to deliver responsive bespoke CLPL sessions and workshops as requested, in line with next steps as identified through in-school self-evaluation	SAR PT's	June 2027

practice, challenge and adapted teaching for children with additional support needs To gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and reading attainment	By August 2026, ALL Phase 1 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 • Access additional CLPL at peer schools ensuring all staff are equipped with the knowledge and skills to support reading development effectively.	The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders.	- o Meeting & Discussion with Phase 1 schools to identify new/returning members of staff and their stages - o Existing members of staff in Phase 1 schools to support, through coaching, modelling and collaborative discussions - o Fast Track sessions agreed & planned by SAR Team - o Additional CLPL sessions identified at peer schools	SAR PTs	August 2026
	By June 2027 ALL Phase 1 education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest.		- 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 1 education staff will have had the opportunity to further embed their practice using HGIOR (How Good is Our Reading) as a self-evaluation tool to identify strengths, gaps and next steps.		o Reading Leaders and/or Leadership Team will work with staff to pilot and implement <i>How Good Is Our Reading</i> (HGIOR), aligned with the Science of Reading, to support the continued embedding of high-quality practice in both word recognition and language comprehension.	JW Reading Leader	June 2027
	By June 2027 ALL Phase 1 schools will have had the opportunity to engage with assessment implementation and data analysis to drive teaching and learning.		o School led workshops focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps.	HMcB Reading Leader	June 2027
	By June 2027 ALL Phase 1 schools will have had the opportunity to engage with and access additional support and resources to further embed and strengthen SAR priorities.		- o Reading Schools Accreditation - o Communication Friendly Environments - o Developing Writing through SAR - o Giglets - o Lending Library	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.		o Support for RL, as required, from SAR team for workshop and parent events	Reading Leader SAR PTs	June 2027

MARR CLUSTER PRIORITIES 2026-2027



Cluster Improvement Priority		Rationale for Improvement Priority based on evidence			
To continue our RRS journey as a cluster by fostering a strong sense of belonging, inclusion and community across our schools.		Through a collaborative community project, learners will explore, celebrate and share the diverse people, cultures, experience and contributions that shape our community. Through learning in Social Subjects and meaningful opportunities for participation, children and young people will develop their understanding of rights, citizenship, diversity and social responsibility while strengthening connections within and beyond the school community.			
SAC Priority	NIF Priority	NIF Driver	HGios? 4		
Closing the attainment gap between the most and least disadvantaged children Improvement in achievement, particularly in literacy and numeracy	1, 2, 4, 5	School and ELC Leadership Teacher and practitioner professionalism Curriculum and assessment School and ELC Improvement	1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 2.6, 2.7, 3.1, 3.2, 3.3		
What actions are required to reach desired outcome?		Who	When	Resources	Outcome Measures
Establish community project linked to RRS with curricular link between Social Subjects and Primaries (for example, project focused 'What my Local Area Means to Me' linked with Article 29 (right to an education which develops my personality, talents and abilities, respect for other people's human rights, respect for the environment and understanding our culture). Work with community partners to celebrate our Marr community. Include intergenerational learning P6 pupils to share their learning through participating in a Marr Cluster Social Subjects Showcase (at Marr)		All schools Community partners March 27	Jan -Mar 27	Bids from local partners Sustainability funds Marr Trust	Children and families collaborate to create a vibrant, inclusive community expressive arts installation/showpiece that showcases what our local area means to us, raises awareness of children's rights and celebrates their voices. Through participation, children gain confidence to express their ideas, develop a clearer understanding of their rights, and feel a stronger sense of belonging within their community. The project fosters meaningful connections between children, adults, and local organisations, strengthening community cohesion and promoting respect, inclusion, and shared responsibility for upholding children's rights.

MARR CLUSTER PRIORITIES 2026-2027



Key Dates 2025-2026		Notes
P7 Walk about	Friday 23 rd October	
Cluster P7 Debate	Friday 6 th November 9.30 – 11.30am	
P7 Parent Welcome Evening	Tuesday 17 th November 5.00-6.30	
P7 Maths challenge	Wednesday 27 th January am.	
P7 Rotary Quiz	Friday 5 th March 9.15am on Teams	
P6 Social Subjects morning	Thursday 25 th March	
P7 Science Challenge	Wednesday 12 th May	Subject to exams
P6 DYW and Modern Languages Transition Day	Tuesday 25 th May 9.30 – 2.00pm	Subject to exams
P7 Information Evening	Wednesday 26 th May 4.00-5.30	
P7 to S1 Transition Days	Tuesday 9 th & Wednesday 10 th June	
P6 Socceraid	Friday 18 th June	
P6 / S2 Book Festival	Thursday 24 th June	

Sports Transition 2026-2027

Month	Date	Sport	Time	Venue	Stage	Term
October	7.10.26	Fitness	9:30-12:00pm	Troon	P6-7	1
November	18.11.26	Athletics	9:30-12:00pm	Struthers	P4-5	1
November	25.11.26	Athletics	9:30-12:00pm	Struthers	P6-7	1
January	20.01.27	Netball	1:00 -2:45pm	Barassie	P5-7	2
January	28.01.27	Volleyball	3:30-5:00pm	Marr College	P5-7	2
February	22.02.27	Handball	4:00-6:00pm	Marr College	P5-7	2
March	19.03.27	Tennis	9:30-11:00	Troon PS	P3-4	2
April	21.04.27	Basketball	3:30-5:00pm	Marr College	P5-7	3
April	28.04.27	Dev Football	3:30-5:30pm	Marr College	P5-7	3
May	20.05.27	Rugby	12:30-2:00pm	Marr College	P6-7	3
June	09.06.27	Beach Run	9:30-11:30pm	Troon Beach	P3-4	3
		Beach Run	12:30-2:45pm	Troon Beach	P5-7	3

Included, Engaged and Involved 1 – Action Plan (South Ayrshire Council Priority)

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

Strategic Aim: Strengthen data systems and early-intervention processes to prevent escalation of non-attendance.

Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Comment/Evaluation
Weekly monitoring meetings (pupil voice on agenda/minutes) Early-warning thresholds Monitor and track engagement Clear escalation routes focused on support	Earlier support and reduced persistent absence	Attendance systems Staff training Meeting time	Reduction in pupils under 90% Logged early interventions Pre/Post baselines RE Staff confidence/ knowledge in early intervention actions Pupil voice	SLT Attendance Lead Pastoral Team	March 2027	

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

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

Strategic Aim: Provide targeted, rights-based support for vulnerable learners.

Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Comment/Evaluation
Audit, track and monitor vulnerable cohorts (pupil voice e.g. fishbone) Strengthen staged intervention e.g. SMART Targets, review frequency, voice of the child/young person Improve implementation of evidence based practices Assign trusted adults Advocacy Services	Improved attendance and belonging for vulnerable pupils	Multi-agency planning time Support staff Attendance Management Guidance	Cohort attendance data Case reviews Pupil voice e.g. Fishbone Belonging Scale Feedback from families Measures within Attendance Management Guidance	Attendance Leads SLT Inclusion Co-ordinator Virtual School HT/DHT ASFL Staff Partners Educational Psychologist	June 2026	

Strategic Aim: Remove curriculum-related barriers and improve re-engagement pathways.

Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Comment/Evaluation
Consistent assessment of strengths and needs Flexible pathways Personalised learning plans (Pupil voice on planning and review) Reintegration planning (Pupil/parent voice on planning and review)	Increased engagement and sustained attendance	Curriculum planning time Alternative pathway provision Adaptive Teaching Additional Support for Learning Teachers	Engagement and attendance data Feedback from young people and families	DHT Curriculum Faculty Heads/PTs Partners – Thriving Communities, VASA, Ayrshire College Educational Psychologists	January 2027	

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	

Strategic Aim: Strengthen governance of reduced learning hours.

Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Comment/Evaluation
QIM/QIO approval of reduced hours Termly audits Enhanced safeguards	Fewer and time-limited reduced-hours arrangements	Audit of arrangements Leadership oversight	Reduced-hours data Reintegration outcomes Feedback from young people and families on understanding and duration	Headteacher SLT QIMs/QIOs Inclusion Team	January 2027	

Strategic Aim: Secure sustained improvement through leadership accountability and evaluation.

Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Comment/Evaluation
Termly attendance reports Improvement plans (Pupil involvement in this evident) Professional learning for senior and middle leaders to strengthen leadership and accountability Standards and Quality reports (Pupil involvement in this evident) Celebrate progress	Sustained improvement and positive scrutiny outcomes	Leadership time Reporting tools Professional learning	Year-on-year attendance data Stakeholder feedback Stretch aim data and progress	Headteacher SLT Attendance Leads	July 2027	

