



St Cuthbert's Primary School

School Improvement Plan 2026/2027



I support South Ayrshire's
Parenting Promise



Article 28 Every child has the right to an education.
Article 3 The best interests of the child must be a top priority in all things that affect 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



CURRICULUM RATIONALE



VISION STATEMENT

We aim for every child to have a safe, happy, active and creative primary education in an environment that is caring and supporting. We encourage our children to be independent and successful learners, developing into confident individuals, effective contributors and responsible citizens.



AIMS

- To foster a meaningful understanding of the Catholic Faith.
- To encourage positive and supportive relationships between pupils, staff and parents.
- To create an ethos of inclusion, respect and support to ensure pupils feel welcomed and nurtured.
- To provide a safe, caring and nurturing environment promoting achievement and attainment for all.
- To ensure that every child feels valued and supported and has equal access to all opportunities within the school.
- To have high expectations of all learners.
- To create a culture of responsible citizenship where our children take ownership of their behaviour and attitudes and make good choices allowing them to develop healthy, active and positive lifestyles.



VALUES

FAITH

RESPONSIBILITY

RESPECT

OPPORTUNITY

HONESTY



OUR UNIQUE QUALITIES

- Our faith
- Our children
- Our staff
- Our location and community
- Wider achievement opportunities



OUR KEY DRIVERS

- Raising attainment and achievement for all
- Continuous improvement
- Partnership working
- Leadership at all learners

"The curriculum is the totality of experiences which are planned for children and young people through their education, wherever they are being educated. It includes the ethos and life of the school as a community; curriculum areas and subjects; interdisciplinary learning; and opportunities for personal achievement." BTC3

WE WILL:

- Support
- Be pupil centred
- Nurture
- Include
- Provide opportunities
- Be positive
- Meet learners needs
- Develop effective partnerships
- Access outdoor opportunities
- Have high expectations
- Be ambitious
- Work with the community
- Reflect
- Improve

OUR CHILDREN WILL BE:

- Safe
- Healthy
- Happy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included
- Resilient and tolerant
- Compassionate
- Risk takers
- Numerate and literate
- Challenged
- Creative
- Innovative



Pupil Equity Fund

This year the Scottish Government allocated **£2397** to the school as PEF funding. The plan for this is robust and clearly identifies the supports to be put in place for those children that are entitled to this support.

It primarily supports children's health and wellbeing, readiness to learn and happiness; providing opportunities for the children identified to achieve socially, emotionally and academically.

Raising attainment and reducing educational inequality is fundamentally our aim. At St Cuthbert's Primary, we strive to achieve this by providing our families and young people with the best possible opportunities to succeed.

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

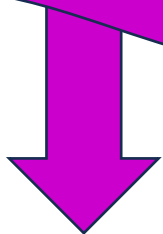
Intervention
Swimming: to show improvements in physical and mental wellbeing. Increase number of children attending swimming lessons out with the school provision.
Numeracy Resources: will enable us to gather robust data on numeracy development, helping us to track pupil progress, identify areas for improvement, and make informed decisions regarding future intervention strategies.
Nurture Snack and Chat: to improve physical and social wellbeing of our youngsters and to ensure we have ready learners attending school each day.
Support for families: support ready learners and ensure all have equipment, clothing and comfort that is required to ensure this.

Overview of St Cuthbert's Priorities 2025/2026



Priority 1

2.3 Learning, Teaching and Assessment



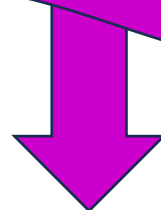
Talk for Writing

South Ayrshire Reads

Numeracy – Thinking Classrooms

Priority 2

2.2 Curriculum

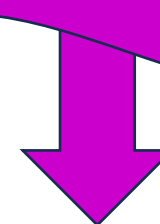


Curriculum Improvement Cycle

Curriculum Design

Priority 3

3.1 Ensuring Wellbeing, Equality and Inclusion



Promoting Gospel Values

Young Leaders of Learning

Maintenance Agenda



Learning, Teaching and Assessment

Priority 1: 2.3 Learning, Teaching and Assessment To improve attainment in Writing and Reading To improve attainment in Numeracy

- **South Ayrshire plan:** Live, Work, Learn
- **Children's Services Plan:** Included
- **Education Services Plan:** Delivering excellence in learning, teaching and assessment
- **National Improvement Framework:** Improvement in attainment, particularly in literacy and numeracy

Aims	Actions	Intended Impact	Resources	Measures	Completion Date																																						
Writing Strengthen staff confidence and enhance pedagogical approaches to the teaching of writing. Develop robust assessment, moderation and monitoring practices in writing.	Facilitate professional CLPL in Talk for Writing progression material Use Talk for Writing Planning and Assessment to support shared standards. The Writing Lead will offer support with regular drop-in sessions and through staff meetings. Authority priorities and support will be included in this. All staff will attend any relevant staff training. Engagement in moderation and peer observation to strengthens professional dialogue and develops a shared understanding of effective pedagogy. Staff use GL, SNSA and school-based assessment data, supported by professional	Consistently high-quality learning and teaching evident across all stages. Staff demonstrate increased confidence in the teaching of writing. A shared understanding of writing standards leads to greater consistency in assessment decisions.	Talk 4 Writing school texts. Teaching spines Shared texts amongst schools – glow sharing Talk 4 Writing tile. Power Up Pedagogy Moderation Walls Cluster Photo Friday Sharing initiatives. Pie Corbett – online lessons	Writing Attainment: <table><tr><th colspan="4">Writing – Attainment over time (%)</th></tr><tr><td></td><td>P1</td><td>P4</td><td>P7</td></tr><tr><td>2021/2022</td><td>67</td><td>100</td><td>67</td></tr><tr><td>2022/2023</td><td>100</td><td>67</td><td>100</td></tr><tr><td>2023/2024</td><td>67</td><td>100</td><td>100</td></tr><tr><td>2024/2025</td><td>100</td><td>67</td><td>67</td></tr><tr><td>2025/2026</td><td>88</td><td>100</td><td>89</td></tr><tr><td>Stretch Aim 2026/2-27</td><td>83</td><td>90</td><td>100</td></tr></table> <table><tr><th colspan="2">Writing - CFE – PEF identified</th></tr><tr><td>2025/2026</td><td>87%</td></tr><tr><td>Stretch Aim 2026/2027</td><td>91%</td></tr></table> Baseline assessments (T4W cold tasks) will provide staff with information to support professional judgements and writing planning. Tests of change to identify impact and form basis of accountability discussion in attainment meetings.	Writing – Attainment over time (%)					P1	P4	P7	2021/2022	67	100	67	2022/2023	100	67	100	2023/2024	67	100	100	2024/2025	100	67	67	2025/2026	88	100	89	Stretch Aim 2026/2-27	83	90	100	Writing - CFE – PEF identified		2025/2026	87%	Stretch Aim 2026/2027	91%	A Murray R McCallum Aug '26 – June '27
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Enhance learner engagement, motivation and ownership in writing	dialogue, to identify individual reading next steps and implement targeted interventions where required. Increase opportunities for learner choice and voice within writing activities and outcomes. Provide regular opportunities for collaborative writing, feedback and discussion. Support learners to recognise themselves as writers and take pride in their achievements. Use ICT devices to enhance evidence gathering of writing and increase learner interests.	Learners make measurable progress in writing, with attainment improving across the school.		• T4W Assessment each term COLD and HOT • SNSA P4 and P7 – December P1 May • GL Progress English: May P3 and P6 (online) P2 and P5 (paper) • Holistic assessments in Term 1, 2 and 3 Parent surveys and feedback responses Pupil attitudes survey to writing.	Aug '26 – June '27																																
<u>Reading</u> Build on existing collaboration with the South Ayrshire Reads Team to refine reading approaches and maximise outcomes for all learners. Develop robust assessment, moderation and	SEE SOUTH AYRSHIRE READS PLAN Undertake baseline phonics assessments for all children in P2 & P3 and use to inform future planning for individuals and groups of children. SAR Team to support process and meetings throughout session scheduled for staff CLPL and class visits from SAR team. Data rich school and staff – discussions in place with all stakeholders to target specific support in all classes. Professional dialogue through moderation and peer observation contributes to a	Reading approaches are increasingly responsive to the diverse needs of learners, resulting in improved engagement and progress. Learners demonstrate increased confidence, independence and enjoyment in reading across a range of contexts A shared understanding of reading standards amongst	<u>Resources</u> SAR Phonics Assessment Screener June 2026 Bug Club Phonics International books 5-minute box, ReadingWise, Catch Up targeted interventions used across the school. Curriculum walls used to moderate across the whole school for pupils and staff to see	Reading Attainment: <table><tr><th colspan="4">READING – Attainment over time (%)</th></tr><tr><th></th><th>P1</th><th>P4</th><th>P7</th></tr><tr><td>2021/2022</td><td>83</td><td>100</td><td>67</td></tr><tr><td>2022/2023</td><td>100</td><td>67</td><td>100</td></tr><tr><td>2023/2024</td><td>67</td><td>100</td><td>100</td></tr><tr><td>2024/2025</td><td>100</td><td>83</td><td>67</td></tr><tr><td>2025/2026</td><td>88</td><td>100</td><td>100</td></tr><tr><td>Stretch Aims 2026/2027</td><td>83</td><td>90</td><td>100</td></tr></table> Baseline assessments will provide staff with data to support professional judgements and planning. Initial baselines and tests of change to identify impact and form basis of	READING – Attainment over time (%)					P1	P4	P7	2021/2022	83	100	67	2022/2023	100	67	100	2023/2024	67	100	100	2024/2025	100	83	67	2025/2026	88	100	100	Stretch Aims 2026/2027	83	90	100	D Melody RMcCallum September 2026/May 2027 September – December 2026 Aug '26 – June '27
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monitoring practices in reading. Strengthen reading pedagogy and learner experiences to support continued progress and attainment.	shared understanding of effective learning and teaching. Continue Reading Wise Decoding, Vocab and Comprehension for identified learners to close attainment gap in reading. Staff use GL, SNSA and school-based assessments with professional dialogue to identify reading next steps for individual children. Create tests of change that highlight any supports required. Pupil Support Teacher to assist School Assistant Training in Catch Up Literacy and 5-minute Literacy boxes. Embed Communication Friendly strategies are in place. After school family workshops and curricular evenings. Provide regular opportunities for learners to engage with a wide range of high-quality texts and reading experiences. Promote reading for enjoyment and learner choice to increase engagement and motivation. Continue to access a range of novels from the SA lending library. Partnership local library, Reading Schools and journey to achieve Gold Accreditation	staff will lead to greater consistency in assessment decisions Learners demonstrate increasing depth of understanding and continued progression in reading throughout their learning journey.	the progression within their learning. Communication Friendly baselines and tracking progress records. HIGIOS self-evaluation document – themes 2 and 5 – Pupils and staff SA Lending Library	accountability discussion in attainment meetings. <table><tr><th colspan="2">Reading - CFE – PEF identified learners</th></tr><tr><td>2025/2026</td><td>87%</td></tr><tr><td>Stretch Aim 2026/2027</td><td>91%</td></tr></table> SAR Phonics Assessment each term (see plan) SNSA P4 and P7 – December P1 May GL Progress English: May P3 and P6 (online) P2 and P5 (paper) Holistic assessments Term 1, 2 and 3 Pupil attitudes survey to reading. feedback from pupil support teacher and support assistant. Parent Surveys and Feedback boxes. SLT/peer observations and feedback linked to the teaching of Reading Staff feedback on SAR training Achieve Gold Level Reading Schools	Reading - CFE – PEF identified learners		2025/2026	87%	Stretch Aim 2026/2027	91%	Aug '26 – June '27
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Improvement Planning 2026-2027 PHASE 2 SCHOOLS / CENTRES

Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment [Educational Services Improvement Plan 2023 - 2026](#)

SAR Strategic Plan Priority: To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire [South Ayrshire Reads Strategy Document](#)

PHASE 2 SOUTH AYRSHIRE SCHOOLS 2026-2027

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

effectively to drive change and improvement in children's reading skills, reading confidence and reading attainment

- 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.

By **June 2027** ALL Phase 2 education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest.

By **June 2027** ALL Phase 2 education staff will have had the opportunity to engage in bespoke high-quality CLPL.

By **June 2027**, ALL Phase 2 education staff will have had the opportunity to further develop their practice in collaboration with the SAR Team.

By **June 2027** ALL Phase 2 schools will have had the opportunity to engage with assessment implementation, data analysis and self-evaluation, using HGior (How Good is Our Reading) to drive teaching and learning.

By **June 2027** ALL Phase 2 schools will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities.

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.

The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders

- o Existing members of staff in Phase 2 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

- 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.

- o All CLPL will be grounded in the Science of Reading, with a particular focus on language comprehension and its connection to other areas of literacy development, while continuing to embed previous work on word recognition (phonics and morphology) and fluency.

- o Collaboration activities, including workshops and professional discussions as requested

- 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.

- o Reading Schools Accreditation
- o Communication Friendly Environments
- o Developing Writing through SAR
- o Giglets Lending Library

- o Support for RL, as required, from SAR team for workshop and parent events

SAR Team

June 2027

SAR PTs

June 2027

SAR PTs

June 2027

HMcb JW Reading Leaders

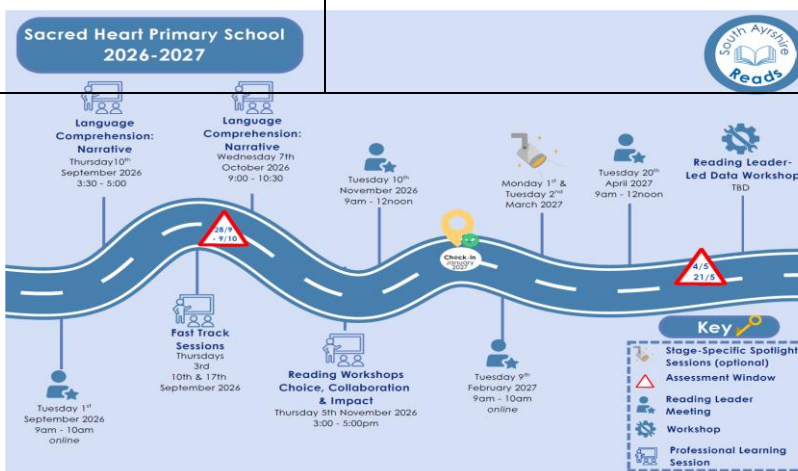
June 2027

JM HMcb SL

June 2027

Reading Leaders SAR PTs

June 2027



(P1) Aims	Actions	Intended Impact	Resources	Measures	Completion Date																																						
<u>Numeracy</u> All learners will confidently use concrete resources to develop and deepen their understanding of new numeracy concepts.	All staff will further develop understanding of the Concrete–Pictorial–Abstract (CPA) approach through professional learning. All staff will work collaboratively with the Authority Numeracy Lead to strengthen numeracy pedagogy through CLPL. All learners will make more connections between concrete materials, pictorial representations and abstract concepts. Learners will select and use resources independently to support problem-solving and understanding	Increased confidence in staff numeracy pedagogy. Consistent use of the CPA approaches. Enhanced professional dialogue around numeracy.	Authority Numeracy Lead support and CLPL. CPA (Concrete–Pictorial–Abstract) professional learning class materials. Manipulatives (Numicon, Base Ten, counters, bead strings, place value resources). White Rose Maths Lessons and Workbooks. Education Scotland Numeracy and Mathematics (CIC updates) Professional reading and research on Thinking Classrooms.	<u>Numeracy Attainment</u> <table><tr><th colspan="4">Numeracy – Attainment over time (%)</th></tr><tr><th></th><th>P1</th><th>P4</th><th>P7</th></tr><tr><td>2021/2022</td><td>67</td><td>100</td><td>67</td></tr><tr><td>2022/2023</td><td>100</td><td>78</td><td>100</td></tr><tr><td>2023/2024</td><td>67</td><td>75</td><td>100</td></tr><tr><td>2024/2025</td><td>100</td><td>83</td><td>67</td></tr><tr><td>2025/2026</td><td>88</td><td>100</td><td>100</td></tr><tr><td>Stretch Aims 2026/2027</td><td>83</td><td>90</td><td>50</td></tr></table> <table><tr><th colspan="2">Numeracy- CFE – PEF identified learners</th></tr><tr><td>2026/2027</td><td>87%</td></tr><tr><td>Stretch Aim 2026/2027</td><td>91%</td></tr></table>	Numeracy – Attainment over time (%)					P1	P4	P7	2021/2022	67	100	67	2022/2023	100	78	100	2023/2024	67	75	100	2024/2025	100	83	67	2025/2026	88	100	100	Stretch Aims 2026/2027	83	90	50	Numeracy- CFE – PEF identified learners		2026/2027	87%	Stretch Aim 2026/2027	91%	R H-Titchener RMcCallum Aug '26 – June '27
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Learners will confidently explain their mathematical thinking and compare strategies to deepen understanding.	All staff to engage in CLPL on Thinking Classrooms approaches and relevant CIC updates, supported by Numeracy lead. Plan rich tasks that promote reasoning and discussion that creates a culture where mistakes are also valued. Use visible thinking routines to support mathematical dialogue.	Increased confidence in Thinking Classrooms pedagogy for staff and learners. Increased use of collaborative and reasoning-rich tasks. Improved learner engagement in mathematical dialogue.		WRM and Mindset baseline assessments will provide staff with data to support professional judgements and planning. Initial baselines and tests of change to identify next steps(include term 3 from last session standardised reports/test of change) SNSA P4 and P7 – December P1 May GL Progress Mathematics: May P3 and P6 (online)	Aug '26 – June '27																																						

	Share and reflect on effective practice through professional collaboration led by authority lead.		Collegiate time for professional dialogue and moderation.	P2 and P5 (paper) Holistic assessments Term 1, 2 and 3 Pupil survey feedback to numeracy mindset survey. Feedback from pupil support teacher and support assistant. SLT/peer observations and feedback linked to the teaching of Numeracy (CPA and Thinking Classrooms) Staff feedback on CLPL and Numeracy training/modelling classes.	
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Curriculum

Priority 2: 2.3 Curriculum
 To improve our Curriculum
 To design and deliver a context focussed and engaging curriculum

- **South Ayrshire plan:** Live, Work, Learn
- **Children's Services Plan:** Included
- **Education Services Plan:** Delivering excellence in learning, teaching and assessment
- **National Improvement Framework:** Improvement in attainment, particularly in literacy and numeracy

South Ayrshire Service Plan Priority

Priority: Improving Our Curriculum



ALL SOUTH AYRSHIRE SCHOOLS 2025-2026

Aims	Actions	Intended Impact	Resources	Measures	Completion Date
R McCallum	- The school will identify a curriculum lead to support the implementation of curriculum reform	<i>Staff are clear on the key terminology around</i>	Presentation created by Curriculum PTs	Staff survey (pre and post twilight sessions)	August 2026

To increase all teacher understanding of the purpose and relevance of the CIC and the rationale behind 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.	curriculum and educational reform. <i>Staff can clearly articulate why curriculum change is being made.</i> <i>All staff are clear on the national timeline for implementation of the CIC</i>		Evaluation	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. - All Head Teachers will attend two authority HT Curriculum Conferences.	<i>Staff will feel supported during the early stages of transition.</i> <i>Staff feel well informed and confident in discussing curriculum changes with colleagues, learners and families.</i> <i>Parents and stakeholders will better understand Scotland's curriculum and the future changes.</i>	Central digital padlet Exemplars and professional learning materials Schools preferred media platforms	Analytics from shared online space (comments, resources, access to the toolkit and materials)	June 2027 May 2027 December 2026 June 2027
To establish an understanding of a concept-based	- 'Curriculum of Hope' professional reading distributed during the 'Train-the-Trainer' session for key leads.	<i>All staff understand the principles of a concept-based curriculum.</i>	'A Curriculum of Hope' professional reading Microsoft form for twilight	Pre/Post Survey Data	October 2026

curriculum and to introduce the Know-Do-Understand model.	- 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.	All staff will have had opportunities to engage with the values and principles of 'A Curriculum of Hope'.			February 2027
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Aims	Actions	Intended Impact	Resources	Measures	Completion Date
<u>Curriculum Design</u> A collaborative approach involving all stakeholders ensures a relevant, engaging curriculum that encourages creativity, challenge and enjoyment	All staff to further embed learner participation in curriculum design, ensuring children influence learning pathways, contexts and opportunities. All staff to use protected collegiate time to evaluate curriculum impact and refine learning experiences using evidence from learners, staff and partners. SLT to review and strengthen progression pathways for skills development, ensuring clear links between learning, life and work. All staff to collaborate across the learning community to further develop a curriculum	Increased confidence in responsive curriculum design. Stronger use of learner voice to inform improvement. Greater consistency in skills progression across the curriculum. Enhanced use of evidence to evaluate curriculum impact.	Planners and evaluations from previous Curriculum Design timetable CIC Improvement resources. Skills Framework/Meta-skills Framework. Learner voice and curriculum evaluation tools.	Learning walks and monitoring activities show learner voice embedded in practice. Curriculum documentation reflects local context, learner needs and national priorities. Self-evaluation evidence demonstrates impact on learner engagement and skills development -pupil surveys -staff surveys/consultation	RMcCallum Aug '26 – June '27 Aug '26 – June '27

	that reflects local contexts, learner needs and national priorities. All learners to take an active role in shaping and evaluating learning experiences. All learners to apply skills in real-life and interdisciplinary learning opportunities.	Stronger partnerships that enrich learning and teaching.	Collegiate planning and professional enquiry time. Community and employer partnerships. DYW resources. Local authority curriculum support and networks.		
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Ensuring Wellbeing, Equality and Inclusion

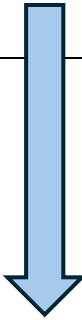
Priority 3 - QMA Cluster : Promoting Gospel Values

Young Leaders of Learning

- **South Ayrshire plan:** Live, Work, Learn
- **Children's Services Plan:** Family: Promoting whole family wellbeing
- **Education Services Plan:** Included, engaged and involved
- **National Improvement Framework:** Improvement in children and young people's health and wellbeing

Aim	Actions	Intended Impact	Resources	Measure	Completion Date
3.1 The provision of RE programmes which will enable young people to develop their understanding of Gospel values and	Update key policies to refer explicitly to the promotion of gospel values. Promote positive behaviour to maximise children's potential through activities such as restorative practice, promotion	Establish sustained partnerships with at least three local Christian denominations, evidenced through planned engagement and collaboration.	SCES and diocesan resources. Professional learning and collegiate time. Curriculum Improvement Cycle guidance.	Learners can articulate and demonstrate Gospel Values in daily school life.	J Moan R McCallum Aug '26 – June '27

how to apply them to life.	of Respect for All, buddy systems, playground friends, peer mediator approaches. Protected time from WTA given to teachers to participate in relevant CLPL which supports their teaching (min 2 twilights and half Feb In-service Day) SLT to meet to discuss new Curriculum Improvement cycle and approaches to implementation.	Increased use of restorative approaches by all staff. Reduced bullying incidents recorded in SEEMIS. Deliver a minimum of two purposeful engagements and one joint community project annually with local church partners. Gospel Values are explicitly embedded in The Child Protection and Relationships school policy and practice. Most staff demonstrate increased confidence in delivering RERC, including Sacramental preparation. Most probationers demonstrate increased confidence in delivering RERC, including Sacramental preparation. Almost all SLT confident in initial plans for new RE curriculum.	Pupil leadership and wellbeing programmes. School, parish and community partnerships. HGIOS?4 and <i>How Good is Our (Catholic School?)</i>	Positive behaviour and wellbeing data maintained or improved. Evidence of restorative approaches across the school. Positive learner voice relating to relationships, inclusion and belonging. Staff engagement in planned CLPL opportunities. Staff report increased confidence and impact on practice following CLPL. Curriculum Improvement Cycle priorities reflected in planning and self-evaluation. Positive feedback from learners, families and partners.	Aug '26 – June '27
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			Ecumenical learning resources and faith-based visitor programmes. Transport funding for church visits and faith-based community events.		
3.3 The Promotion of respect for different beliefs and cultures for inter-faith dialogue.	Work with schools in our own towns to promote inter-faith dialogue e.g. in anti-sectarian and anti-racist education programmes. Support teachers to ensure that the other world religions are taught in line with This is Our Faith. Across the school displays we display languages other than English, reflect traditions of other cultures in our attendance monitoring and demonstrate respect for other faiths in: school dress code and possible provision of prayer space during Ramadan.	Most Catholic teachers are confident in delivering other world religions in line with This is Our Faith 100% of classes engage in at least one inter-faith learning experience annually Most pupils can confidently articulate respect for other faiths (via surveys / discussions) Reduction or no incidents relating to prejudice-based behaviour All staff engage with anti-sectarian/anti-racist CLPL		Policies reflect Gospel Values. Learners can articulate and demonstrate Gospel Values. Positive behaviour and wellbeing data. Staff engagement in CLPL evidenced through professional learning records. Learning visits evidence restorative and relational approaches. Positive stakeholder feedback. Curriculum Improvement Cycle actions evident in planning and self-evaluation.	Aig'26-June'27

Priority 3: Young Leaders of Learning

Aims	Actions	Intended Impact	Resources	Measures	Completion Date
Almost all P6/7 pupils will actively contribute to school improvement through meaningful leadership opportunities.	Provide high-quality professional learning for all staff on the Young Leaders of Learning programme, with a focus on developing effective approaches to pupil-led self-evaluation. Deliver a structured training programme for pupils to develop skills in: - Leadership and teamwork - Pupil voice, consultation and participation - Evaluating learning and teaching using relevant HGIOS 4 quality indicators - Gathering and analysing feedback from peers Allocate the majority of P7 pupils a clearly defined Young Leader of Learning role, linked directly to identified school improvement priorities.	Pupils confidently and effectively lead aspects of school self-evaluation, contributing meaningfully to improvements in learning and teaching. Learner voice is embedded within school improvement processes, ensuring that pupils play an active role in shaping their educational experiences. Young Leaders of Learning demonstrate increased confidence, leadership skills and ownership of their learning through meaningful leadership opportunities. A culture of collaboration, participation and continuous improvement is strengthened through effective pupil leadership at all levels of the school.	Education Scotland Young Leaders of Learning programme materials and guidance. Staff CLPL time (in-service, collegiate sessions, WTA allocation). Transport costs (e.g. for visits, training events or sharing practice). Small resource budget for: - pupil training materials - presentation/display resources - leadership badges/identification	90%+ of P6/7 pupils actively undertake a Young Leader of Learning role. Termly pupil-led evaluations of learning and teaching are completed. Pupil consultation evidence informs school improvement actions. Staff report increased confidence in supporting pupil-led self-evaluation. Almost all pupils report that their views influence	J Moan Aug '26 – June '27 Aug '26 – June '27

Almost all P6/7 pupils will confidently lead learning conversations and contribute to self-evaluation activities.	Create planned and regular opportunities for Young Leaders of Learning to: • Lead discussions with peers • Gather views on learning, teaching and school improvement • Contribute to self-evaluation activities • Influence decision-making and improvement planning Ensure pupil feedback is used effectively to inform improvements in learning, teaching and the wider school experience. Embed meaningful pupil leadership across the school, with clear evidence of impact recorded through self-evaluation activities, improvement planning and school quality assurance processes.	Young Leaders of Learning effectively influence self-evaluation and school improvement processes, ensuring that pupil voice informs decision-making and contributes to improved learning and teaching outcomes.		improvements within the school.	Aug '26 – June '27
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Ongoing Whole School Maintenance Agenda 2025/2026

Improve approaches to quality assurance and self-evaluation: - Review and refine the cluster QA calendar in line with HGIOS4 and improvement priorities. - Strengthen the use of attainment and achievement data to inform planning and targeted support. - Increase learner participation in self-evaluation and understanding of progress. - Embed evaluative activities to support continuous improvement. - SLT Peer collaboration across the cluster to share effective practice and ensure consistency. - Strengthen shared understanding of high-quality learning, teaching and assessment through moderation and professional dialogue	RMcK JM
Readiness for Learning Priorities: - To continue developing strategies and practical applications for children and families to help them become healthy, happy and included. - Signposting children and families to wider services through continued partnership with the CLD team and Thriving Communities. - Continue to strengthen and evaluate the reduction on costs of the school day with parent consultations.	RMcC RHT JM
An improvement in the social and mental wellbeing of all learners: - Ensure all Young Carers are given opportunities to access all experiences and are fully supported. - Pupils identified using the Boxall Profiles, Staged Intervention paperwork and professional dialogue with teachers. - Staff to continue developing an awareness and understanding of The Promise and all that is included within the national guidance and local authority initiatives,	JM RMcC All staff
Improving self-confidence, self-esteem and resilience in all our young learners: - YMI for P3, Brass tuition for P6/7 and additional music lessons for P5-P7 - All children to be given blocks of swimming. - Pupil voice groups to take a lead role in consulting with peers, staff, Parent Council and parents and feedback through school newsletter (What's Up at St Cuthbert's and X) - Maintain Rota Club community and global priorities. - Campus experiences extended through increased collegiately with partner schools. - Maintain Gold RRS principles and practice throughout the school. - Dolphin House Outdoor Education Outreach Programme and have the offender perpetrator knowing what information we have that use that to further disappear - Wider achievement tracked and celebrated. - Active Schools timetable – continue increased participation in most activities	All staff RHT JM
To improve and sustain the attendance of targeted pupils: - Attendance monitored weekly by SLT using South Ayrshire management guidance on attendance. Maintain strive for 95% campaign. - HT to track the attendance of all children within the PEF cohort. - Use the request for assistance process to access supports for families who require outside agency support.	AC RMcC