



St. John's Primary School

2 YEAR IMPROVEMENT PLAN: 2026-2028



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.

VISION

Children are at the heart of all our efforts, celebrating achievements and reflecting through prayer. Our mission is to work together to ensure a safe, respectful and inclusive environment. We ensure that pupils receive rich learning experiences that encourage them to become creative, independent, and ambitious learners.

- At St. John's we value partnership working and work very closely with many agencies. Through these partnership links we can fully support and challenge each child to aim high and to be the best that they can be.
- 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.
- We are proud of our Catholic ethos and promote a broad and balanced curriculum, including preparation for Sacraments, which is delivered by competent and caring staff.
- We pride ourselves on our achievements and continually strive to improve our high levels of attainment.
- We work closely with our Parent Council who meet regularly throughout the year, and we support an active Fundraising group who organise wonderful events which allow plenty of opportunities for everyone to contribute to the life of the school.
- Our team consists of highly dedicated and committed individuals; all of whom work to help your child/children achieve success both in and out with the classroom.

VALUES

We aim to deliver our school vision through our core values: Compassion, Ambition, Respect and Equality

Compassion

- *Foster empathy and kindness across the school community.*
- *Support pupils to build positive, respectful relationships.*
- *Promote care and consideration for others in all aspects of school life.*

Ambition

- *Encourage pupils to set high expectations and strive for excellence.*
- *Provide opportunities to develop skills, interests and talents.*
- *Promote a culture of aspiration and achievement for all.*

Respect

- *Promote respect for self, others and the wider community.*
- *Encourage positive behaviour, inclusion and understanding of difference.*
- *Model and uphold respectful relationships in all interactions.*

Equality

- *Ensure all pupils feel valued, included and supported to succeed.*
- *Promote fairness and equal opportunities across all areas of school life.*
- *Celebrate diversity and challenge discrimination.*

Aims

As a Catholic community of faith and learning, Gospel values underpin all aspects of school life, nurturing pupils who live out compassion, respect and equality. We provide regular opportunities for prayer, reflection and celebration to support spiritual growth and a strong sense of belonging.

Putting Children First (Compassion & Equality)

- Place children at the centre of all decisions, recognising and responding to their individual needs, wellbeing and potential.
- Foster a safe, inclusive and nurturing environment where every child feels valued, respected and supported to succeed.

Achievement and Celebration (Ambition & Compassion)

- Inspire all children to achieve their best and celebrate success across academic, personal and wider achievements.
- Encourage reflection on achievements through prayer and recognition of each child's God-given talents.

Learning and Teaching (Ambition)

- Provide high-quality, engaging learning experiences which promote creativity, independence and a love of lifelong learning.
- Deliver a relevant and challenging curriculum which develops skills for learning, life and work.

Relationships and Community (Respect & Equality)

- Promote positive, respectful relationships across the school community, rooted in Gospel values.
- Work in partnership with parents, carers and the wider community to support children's learning and development.

Developing the Whole Child (All Values)

- Support children to become confident individuals, responsible citizens and effective contributors.
- Encourage children to show respect for themselves, others and their heritage, and to contribute positively to society.

Right to Belief and Identity

- Article 14: Every child has the right to their own religion.

Right to Education and Holistic Development

- Article 28: Every child has the right to learn and to attend school.
- Article 29: Education should develop each child's personality, talents and abilities to the full, and promote respect for human rights, parents, cultures and the environment.

Right to Inclusion and Support

- Article 23: Children with disabilities have the right to special care and support.
- Article 21: Children who cannot live with their parents have the right to live in a safe and suitable place.
- Article 25: Children who are not living with their families should be regularly reviewed to ensure their wellbeing.

Right to Wellbeing and a Good Standard of Living

- Article 27: Every child has the right to an adequate standard of living.

Right to Play and Leisure

- Article 31: Every child has the right to relax, play and take part in cultural and creative activities.



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

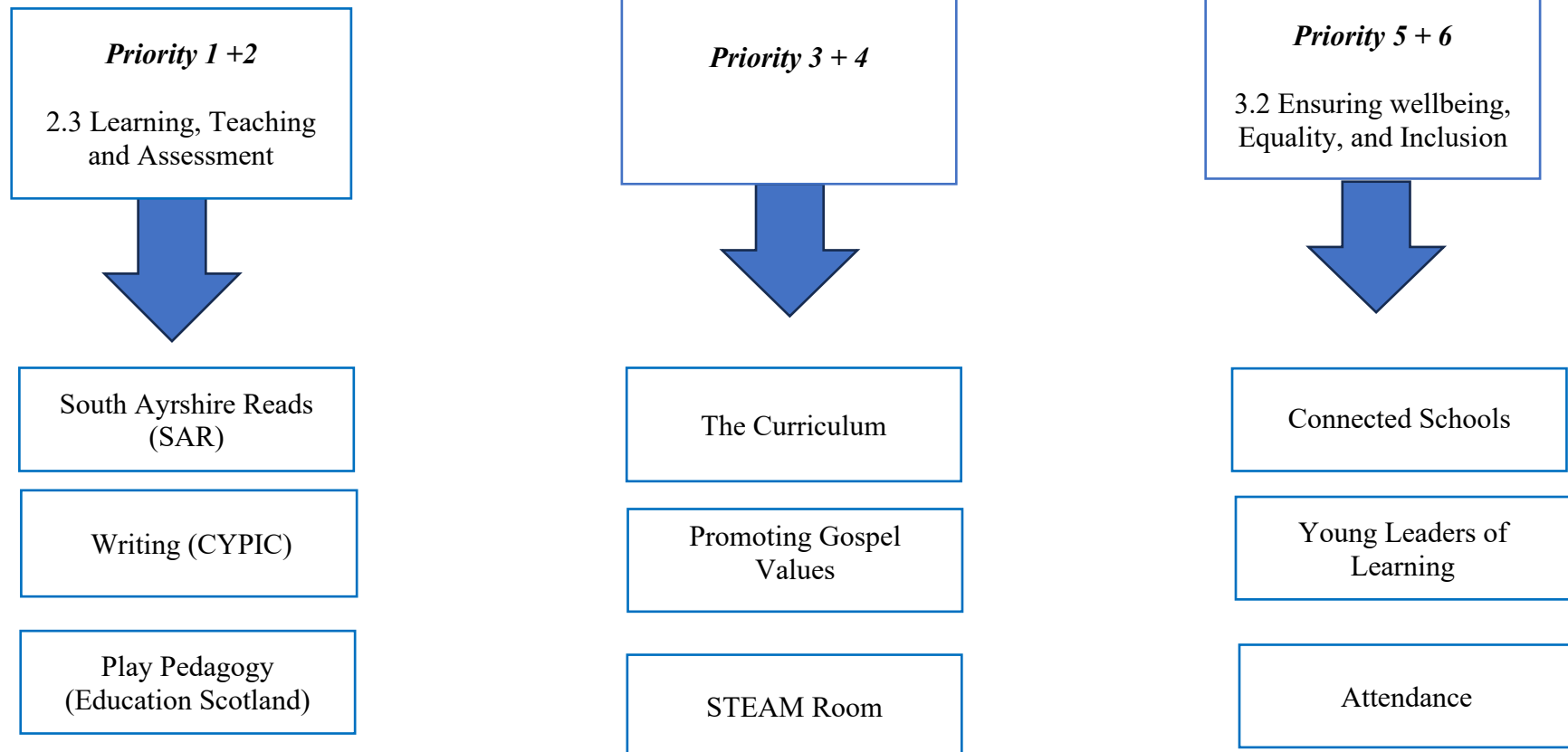
National Improvement Framework Priorities

- 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



All staff within the school will develop an awareness and understanding of The Promise and all that is included within the national guidance and local authority initiatives, this will be enhanced by completing The Promise Education Award by June 2027 All staff will support learners with experience of care to provide improved wellbeing and in turn work towards improved educational outcomes. Aim is that 85% of Care experienced young people are achieving expected, stage appropriate CFE.

2026-2027 St John's School Improvement Plan Priorities Summary



Improvement Planning 2026-2027 St John's is a Phase 1 school.

Priority 1: South Ayrshire Reads (SAR)



Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment

SAR Strategic Plan Priority: To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged people in South Ayrshire

children and young

PHASE 1 SOUTH AYRSHIRE SCHOOLS 2026-2027

SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
<i>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</i> <i>To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry</i> <i>To promote the implementation of an excellent reading curriculum which prioritises best practice, challenge and adapted teaching for children with</i>	By June 2027 , ALL schools will continue to review the role of their reading leader and, in collaboration with the South Ayrshire Reads team, planned how this role will continue to 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. The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders To increase attainment in Reading by 8% for identified cohort.	- Role of reading leader reviewed at planning meeting. - Reading Leader meeting dates shared and agreed. - Reading leader workshop dates agreed.	SAR PTs	June 2027
	By June 2027 , the school through their identified objective, will ensure that the school, stages and classes make purposeful and consistent use of Giglets.		All Reading Leaders may attend four half-day sessions (1 st September 2026, 10 th November 2026, 9 th February 2027, and 20 th April 2027) focused on building capacity and providing the knowledge and skills needed to lead impactful reading workshops within their own schools—both with staff and with parents—as part of a wider drive to raise attainment in reading.	TR	June 2027
	By June 2027 , ALL Phase 1 schools will have had the opportunity to engage in collaborative activities—through partnership CLPL, Phase 1 cohort participation, or peer school visits—to build collective efficacy and promote an outward-looking approach to improvement.		- Bespoke partnership CLPL responsively planned and reviewed in line with contextual needs. - Meeting & discussion with SLT around peer school visits - Peer visit pre-workshops/discussion/observation guides	SAR PTs	June 2027
	By August 2026 , Phase 1 schools will identify new or returning staff in need of catch-up sessions and will work with the SAR Team to develop a clear plan, ensuring all staff are equipped with the knowledge and skills to support reading development effectively.		- Phase 1 schools will complete a simple MS Form, identifying new/returning members of staff and their stages - Catch-up sessions agreed & planned by SAR Team - Phase 1 schools to identify existing members of staff to support this through coaching/modelling	SAR PTs	August 2026
	By June 2027 ALL Phase 1 education staff will have had the opportunity to engage in additional high-quality CLPL based on Word Recognition, Fluency and Language Comprehension.		Additional sessions—such as Critical Literacy, Disciplinary Literacy, Play-based Literacy, and Debating—will be planned, created, and delivered by the SAR Team to build on and enhance existing knowledge and practice.	SAR Team	June 2027

additional support needs <i>To gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and reading attainment</i>	By June 2027 ALL Phase 1 education staff will have had the opportunity to engage in bespoke high-quality CLPL.	<u>Assessment Windows</u> 28 TH Sept – 9 th Oct BOY ORF (P4-7) 4 th May – 21 st May EOY ORF (P3-7) DfE Phonics Screening check (P2 & some P3)	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 phonics and fluency.	SAR PTs	June 2027
	By June 2027 , ALL Phase 1 education staff will continue to have the opportunity to further develop their practice in collaboration with the SAR Team through Live Learning and Stage Specific Spotlight sessions.		Collaborative activities include workshops, professional discussions, coaching sessions, and model video analysis.	SAR PTs	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.		○ Access to CLPL sessions focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps. ○ Opportunity to attend workshops and drop-in sessions focused on data literacy.	HMcbB	June 2027
	By June 2027 ALL Phase 1 schools will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities. Available through monthly Professional Learning.		○ Reading Schools Accreditation ○ Communication Friendly Environments Developing Writing through SAR	JM HMcbB SL	June 2027
	By June 2027 ALL parents will continue to have opportunities to engage with workshops and learning sessions based on supporting their child's reading development led by Reading Leader within school.		○ Reading Leader will attend SAR led session prior to delivery of Parent Engagement Workshop Notification ○ Support for RL from SAR team for workshop and parent events ○ Access to authority SAR family engagement session / resources	Reading Leaders & SAR PTs SL	June 2027

School Priorities					
Priority 2: 2.3 Learning Teaching and assessment					
Pilots across a range of stages – P4/5 CYPIC Writing (Tracy Rodgers)					
Aims	Actions	Intended Impact	Resources	Measures	Completion Date
Improve attainment in writing for most children in P4 and P5 by 10% against CYPIC markers through improved staff confidence and pedagogical skill in high-quality learning and teaching	Deliver CLPL aligned to CYPIC approaches. Facilitate professional dialogue, moderation and peer observation Use exemplification materials to support shared standards	• Staff report increased confidence in teaching writing (baseline → follow-up) • High-quality learning and teaching observed across stages Children experience consistently high-quality writing learning and teaching across classes. • Children are provided with clear, effective writing instruction that supports progress and achievement. • More children achieve expected or better progress in writing.	• Staff report increased confidence in teaching writing (baseline → follow-up) • High-quality learning and teaching observed across stages	• Staff surveys • PRD/CLPL records • QA evidence (learning visits, moderation notes)	January 2027 – June 2027
Ensure most children at P4 and P5 make sustained progress in writing through accurate assessment and responsive support	• Implement termly moderation (in-school and cluster) • Use CYPIC benchmarks to support assessment • Track progress of individuals and targeted groups	• Increased confidence and consistency in teacher judgement • Clear evidence of progress over time for all learners	Professional learning time Cover for class teachers to attend training	• Moderation records • Tracking data • Professional dialogue evidence	January 2027 – Jun 2027
Accelerate progress for identified learners who are not yet on track to achieve CfE levels. In P5, 30% of children reduced to 25% In P4,	• Identify targeted groups (ASN, SIMD, EAL) • Provide targeted interventions and scaffolding • Use inclusive strategies and digital supports where appropriate	• Targeted learners demonstrate measurable progress in writing • Reduction in attainment gap over session	Professional learning time Cover for class teachers to attend training	• Tracking and monitoring data • Intervention records • Individual progress data	March 2027 – Jun 2027
Increase confidence, independence and motivation for identified P4 + P5 children who can articulate their progress and next steps	• Provide relevant, meaningful writing contexts • Involve learners in setting targets and evaluating progress – new boost group model • Celebrate and share writing regularly	• Increased learner engagement and motivation • Learners articulate next steps in writing • Improved independence in writing tasks measured through run tracker	Professional learning time Cover for class teachers to attend training	• Learner voice (Talking Mats, surveys) • Learning conversations • Displays and sharing evidence	May 2027 – Jun 2027

Play Pedagogy P1-3 Louise Gray By May 2027, an increase by 10% of learners in P2 and P3 will be on track to achieve Early Level in literacy and numeracy, supported by high-quality play pedagogy. By June 2027, early primary staff will demonstrate increased understanding and confidence in play pedagogy, including high-quality environments, observation, and child-centred planning. By June 2027, consistent, high-quality play pedagogy will be evident across all early level settings, improving learner engagement, independence and attainment.	<u>Play Pedagogy in P1 - Information Session Follow-Up</u> Provide a structured programme of CLPL on play pedagogy, including: - principles and research underpinning play-based learning - features of effective indoor and outdoor learning environments - high-quality interactions and adult role in play - observation and assessment approaches Engage all P1–P3 staff in professional enquiry, focused on improving: - quality of play environments - learner engagement, independence and depth of learning - links between play and literacy/numeracy progress Develop and implement a shared Play Pedagogy Framework/Toolkit to ensure consistency across stages (P1–P3), including: - agreed expectations for environments - planning formats for child-centred learning - observation and assessment guidance Introduce regular learning rounds / peer observations / SLT observations focused on play pedagogy, with structured feedback and next steps. Audit and enhance learning environments to ensure they: - are literacy and numeracy rich - promote curiosity, creativity and problem solving - support progression across early level Embed high-quality observation and assessment systems (including tracking professional judgement through play). Use tracking and attainment data to: - identify learners requiring targeted support - evaluate impact of play pedagogy on attainment	Learners - Increased proportions of learners achieve Early Level in literacy and numeracy. - Learners demonstrate: - increased independence, confidence and engagement - improved language, communication and problem-solving skills - sustained engagement in purposeful play - Learners can articulate their learning and make meaningful choices within play. Staff - Measurable increase in staff understanding of: - play pedagogy and its impact - effective environments - observation and assessment - child-centred planning - Measurable increase in staff confidence to implement high-quality play pedagogy. - Consistent, high-quality practice evident across all P1–P3 settings. Learning & Teaching - All early years environments meet agreed quality indicators for play pedagogy. - Planning clearly reflects child-led, responsive approaches linked to CfE outcomes. - Observations and assessment evidence are used effectively to inform next steps. - Increased consistency in practice across classes, reducing variability. Self-Evaluation - Improvement evidenced through: - pre/post staff surveys (confidence and understanding) - learning environment audits	Education Scotland Play Pedagogy guidance and training Local authority CLPL / Early Years networks Time allocated within WTA for: - professional enquiry - peer observations - moderation of practice Development of a Play Pedagogy Toolkit (Teams-based shared resource hub) - planning formats - environment checklists - observation templates - exemplification videos/photos Classroom resources to enhance play environments (e.g. open-ended materials, literacy/numeracy-rich resources), building on existing investment in manipulative and learning materials noted in school improvement work SLT and/or PT leadership time to: - model practice - support coaching - lead evaluation	Staff survey (pre and post) Learner focus groups (pre and post) Classroom observations notes/feedback (peers, SLT, LA officers) Staff professional development and review process (self-evaluation wheel) Staff planning and evaluation documents Analytics from shared teams space (comments, resources, access to the toolkit and materials...) Tracking data on learner progress Assessment data – summative and formative incl. teacher professional judgement	Sept 2026 – Dec2026 Jan - June 2027
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	Engage children and parents through: • learner voice (focus groups) • parent workshops/communication on play-based learning	• observation feedback (SLT/peers/LA) • learner voice • tracking and attainment data			
Primary 6/7 YLL Tracy Rodgers By June 2027, 90% P7 pupils will undertake a defined Young Leader of Learning role linked to school improvement priorities. By June 2027, most P7 pupils will demonstrate increased understanding of leadership, pupil voice and HGIOS 4. By June 2027, most P7 pupils will demonstrate increased confidence in leading learning conversations and contributing to school self-evaluation.	Provide professional learning for staff on the Young Leaders of Learning programme and pupil-led self-evaluation. Deliver structured training for pupils on: • leadership skills • pupil voice and consultation • evaluating learning using HGIOS 4 / HGIOS? Allocate most P7 pupils a defined Young Leader of Learning role linked to school priorities. Plan regular opportunities for contributions inform self-evaluation and improvements in learning and teaching.	Most P7 pupils actively contribute to school improvement as Young Leaders of Learning. Identified pupils demonstrate increased confidence in leading discussions and gathering pupil voice.	Education Scotland Young Leaders of Learning programme materials and guidance. Staff CLPL time (in-service, collegiate sessions, WTA allocation). Time within the timetable for pupil leadership activities and meetings. Leadership log materials (digital Teams space or paper-based journals). Transport costs (e.g. for visits, training events or sharing practice). Small resource budget for: • pupil training materials • presentation/display resources • leadership badges/identification	Surveys Self-evaluation activities linked to SIP	Oct 2026 – December 2026 January - June 2027

	Evidence of meaningful pupil leadership is recorded and embedded across the school. • lead discussions with peers • gather views on learning and teaching • Plan regular opportunities for contributions inform self-evaluation and improvements in learning and teaching.				
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South Ayrshire Service Plan Priority					
Priority 3: Improving Our Curriculum					
ALL SOUTH AYRSHIRE SCHOOLS 2025-2026					
Aims	Actions	Intended Impact	Resources	Measures	Completion Date
<i>Clare Casey</i> <i>To increase all teacher understanding of the purpose and relevance of the CIC and the rationale behind curriculum reform.</i>	- The school will identify a curriculum lead to support the implementation of curriculum reform and act as a link with authority-wide developments. - The curriculum lead will participate in authority Train-the-Trainer professional learning to ensure consistent messaging and build internal capacity. - All staff will engage in planned CLPL to build understanding of curriculum reform during the two allocated twilight sessions using materials created by Curriculum PTs.	<i>Staff are clear on the key terminology around curriculum and educational reform.</i> <i>Staff can clearly articulate why curriculum change is being made.</i> <i>All staff are clear on the national timeline for implementation of the CIC</i>	Presentation created by Curriculum PTs	Staff survey (pre and post twilight sessions) Evaluation	September 2026 September 2026 January 2027
<i>To provide clear and consistent communication for all staff and stakeholders in relation to Scotland's Curriculum</i>	- Staff will access the authority's central digital hub for curriculum resources, exemplars and professional learning materials. - All staff will attend the relevant authority curriculum conference. - Content will be created centrally to raise awareness of the CIC and used by schools to engage wider school community. - The Curriculum PTs will offer support with parental engagement as requested.	<i>Staff will feel supported during the early stages of transition.</i> <i>Staff feel well informed and confident in discussing curriculum changes with colleagues, learners and families.</i>	Central digital padlet Exemplars and professional learning materials Schools preferred media platforms	Analytics from shared online space (comments, resources, access to the toolkit and materials)	June 2027 May 2027

	- School leadership team will receive regular CIC information via director's education update. - All Head Teachers will attend two authority HT Curriculum Conferences.	<i>Parents and stakeholders will better understand Scotland's curriculum and the future changes.</i>			December 2026
					June 2027
<i>To establish an understanding of a concept-based curriculum and to introduce the Know-Do-Understand model.</i>	- 'Curriculum of Hope' professional reading distributed during the 'Train-the-Trainer' session for key leads. - Values from the 'Curriculum of Hope' text shared with all staff during twilight sessions. - Key leads to gather staff feedback at the beginning of the first twilight. - Key leads to repeat the staff survey at the end of the second twilight to gauge progress.	<i>All staff understand the principles of a concept-based curriculum.</i> <i>All staff will have had opportunities to engage with the values and principles of 'A Curriculum of Hope'.</i>	'A Curriculum of Hope' professional reading Microsoft form for twilight	Pre/Post Survey Data	October 2026
					February 2027
Kerry Walker + Clare Casey STEAM room	*Development of a STEAM learning space to enhance opportunities in science, technology and practical skills, including cooking. *Integration of renewable energy learning linked to new solar panels and sustainability initiatives. *Increased real-life, interdisciplinary learning experiences across STEAM and health & wellbeing. *Partnership working with energy providers and community stakeholders to enrich learning and promote sustainability awareness. -	*Increased pupil engagement through practical, real-life STEAM learning experiences *Improved attainment in science, technologies and health & wellbeing (cooking skills) *Enhanced understanding of sustainability and renewable energy *Development of skills for learning, life and work (problem-solving, creativity, collaboration) *Strengthened partnerships with industry and community to enrich curriculum delivery	*STEAM room equipment (science materials, cooking resources) *Renewable energy resources linked to solar panels (data displays, learning materials) *Staff training and planning time *Partnerships with energy companies and community organisations	*Increased pupil engagement observed through learning visits and pupil voice *Evidence of skills development in STEM and practical learning (e.g. cooking, investigations) *Improved attainment/progression in science, technologies and health & wellbeing *Pupil understanding of sustainability and renewable energy demonstrated in discussions and work *Participation and quality of partnership activities with energy companies/community *Positive feedback from pupils, staff and partners *Increased use of the STEAM space across stages and curricular areas	June 27

Priority 4 QMA CLUSTER : Promoting Gospel Values					
NIF Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive destinations					
Aim	ACTIONS	LEAD	DATE COMPLETED BY	MEASURE & TARGET	RESOURCES
All members of Senior Leadership Team The provision of RE programmes which will enable young people to develop their understanding of Gospel values and how to apply them to life.	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 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.	RE Lead in all schools across the cluster. Class Teachers	June 2027	- Establish sustained partnerships with at least three local Christian denominations, evidenced through planned engagement and collaboration. - Increased use of restorative approaches by all staff - Positive feedback from pupils showing improved relationships and feeling listened to (e.g. through surveys or focus groups) - 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. - Achieve a measurable improvement in pupil wellbeing and behaviour, including a reduction in bullying incidents and a 10% increase in positive pupil survey responses. - Most staff demonstrate increased confidence in delivering RERC, including Sacramental preparation. - Probationer demonstrates increased confidence in delivering RERC, including Sacramental preparation. - Almost all SLT confident in initial plans for new RE curriculum.	SLT protected time at cluster meeting. Communication friendly buddy training for senior pupils. Pupil surveys Re advisor sessions agreed as part of the WTA. RE advisor to support with bespoke sessions.
A Commitment to ecumenical action and the unity of Christians .	SLT to develop relationships with leaders within local community Churches of different denominations supporting service to the local community. Schools to invite representatives of local Christian communities to school events. As part of the RERC programme, pupil visits to Christian churches and significant places of Christian worship should be arranged at least once in the year.	Senior Leadership Team School staff School staff	December 26 April 27 June 27	- SLT to establish links with at least 1 different local Christian denomination within the year - A minimum of 1 planned engagements/meetings with church leaders annually - At least 1 joint community service project per year (e.g. charity, outreach, community event) - Evidence of collaboration reflected in school improvement planning and ethos - Positive feedback from partners and increased community visibility of the school	Leaders from other churches. Transport costs. Materials

				- Representatives of local Christian communities are invited to at least one school event. - Senior children will have at least one visit to a significant place of Christian worship across the year.	
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 Our attendance monitoring and demonstrate respect for other faiths in school dress code and possible provision of prayer space during Ramadan. Promote pupil voice by encouraging children to share and celebrate their own faiths, beliefs and cultural traditions through assemblies, class discussions and whole-school events.	RE Lead for school SLT All staff		- 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 - Increased pupil participation in assemblies, class discussions and events (e.g. at least one planned opportunity per term for each class to share beliefs/cultural traditions)	Professional learning - Display materials and digital tools to showcase pupil contributions (e.g. boards/ presentations) - Guidance or CLPL for staff on facilitating inclusive and respectful dialogue

Priority 5 : School priority 3.1 Ensuring Wellbeing, Equality and Inclusion					
Aims	Actions	Intended Impact	Resources	Measures	Completion Date
Rona Patterson To implement The Connected School as a whole school approach, in line with SAC positive relationships policy.	The school will identify a connected school champion to support whole school implementation.	The school nurtures a culture of mutual respect, strong relationships, and calm, consistent authority so every learner feels safe, valued, and ready to learn.	Depute head Teacher	Questionnaires	18 th August 2026
	The connected school champion will attend 2 whole days professional learning to support school implementation.	Relationships between pupils, parents, and school staff are strengthened through consistent communication, shared expectations, and increased collaboration, leading to a more supportive, trusting, and connected school community.	Educational Psychology Service/ Connected school central team	Focus groups	19th August 2026 (all sectors)
	All school staff will engage with planned professional learning (4 hours), delivered by the school champion and the central team.	School staff are empowered, supported and confident in supporting pupils who display dysregulated behaviours. Classroom disruption is significantly reduced, resulting in improved engagement with learning.	Connected school champions	Data	19th October 2026 (primary sector)
	The school will identify key school staff to form a connected school implementation group, led by the school champion and supported by the central connected school team.	Improved behaviour across the school community, including reduced violence and aggression.	Depute head Teacher		May 2027
	The connected school champion will coordinate, and lead implementation group meetings supported by the connected school central team.		Educational Psychology Service/ Connected school Head Teacher central team		September 2026
	The central connected school team will provide opportunities for school champions to participate in group professional dialogue/supervision.				September 2026 and then every 6 weeks
Clare Casey Attendance Build strong, trust-based partnerships with identified families. 4 key families.	Solution-focused communication Early-stage meetings (pupil voice on agenda/minutes) Practical family supports Pupil profiles- parental contributions	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	Curriculum lead PTs
Remove curriculum-related barriers and improve re-engagement pathways for 4 children families to improve attendance and engagement.	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	Engagement and attendance data Feedback from young people and families	Partners – Thriving Communities, VASA, Ayrshire College Educational Psychologists

			Additional Support for Learning Teachers		
Ensure consistent, safeguarding-focused absence management.	Strengthen first-day contact Standardise absence follow-up Staff training- Staff will use a consistent, safeguarding-focused approach when responding to absence calls, ensuring concerns are appropriately challenged and escalated where necessary.	Improved safeguarding oversight and consistency	Training time Pastoral updates Admin support	Contact logs Safeguarding audits Decrease in TBCs/unexplained absences Feedback from young people and families	
Rona Patterson and Kerry Walker By Oct 2026, each school assistant will be linked to a named member of SLT to support coaching, monitoring and professional development. By December 2026, all school assistants will demonstrate increased knowledge and understanding of the individual needs of the children they support. By June 2027, all school assistants will apply targeted strategies consistently to support learners' progress, wellbeing and inclusion.	Provide targeted professional learning for school assistants linked to: - ASN needs (e.g. autism, PDA, communication and regulation) - specific children's plans (IEPs, CSPs, targets) - effective strategies to support learning, behaviour and wellbeing Establish a clear link SLT system, where each assistant: - meets regularly with a named SLT member - reviews children's needs, strategies and progress - receives coaching and feedback Develop individual child profiles / support summaries to ensure assistants: - understand needs and targets - use consistent approaches across school Provide opportunities for: - modelling of practice by SLT/teachers - peer support and sharing of effective strategies - observation and feedback Ensure school assistants contribute to: - ongoing assessment and feedback - review of targets and next steps	School assistants demonstrate increased confidence and consistency in supporting individual learners. Targeted strategies are applied effectively, leading to improved engagement and wellbeing. Learners requiring support make improved progress in line with their targets. Strong collaboration between SLT, teachers and school assistants improves consistency of support across the school.	Staff CLPL time (collegiate sessions, in-service input). SLT time for coaching, meetings and modelling practice. Access to training materials (e.g. ASN, Nurture, autism/PDA guidance). Time for creation and review of child profiles and support plans. Potential external training/support (e.g. Educational Psychology / outreach services).	All school assistants linked to a named SLT member by September 2026. Most school assistants to participate in at least 3 targeted CLPL sessions across the session. Staff survey shows increased confidence in supporting individual learners – baseline data shows improvement. Evidence from observations shows consistent use of targeted strategies across the stages. Most learners supported by school assistants demonstrate improved engagement, wellbeing and progress towards their own individual targets. Almost all children supported have up-to-date profiles accessed and used by staff.	

2026-2027 St John's School Improvement Maintenance Agenda.

Maintenance Agenda	Actions	Lead Person
Numeracy and Maths	Refresher training to staff for CPA Increase the number of staff who can track and monitor progress with BSquared Further training for SAs on how to support learners around mathematical concepts.	Tracy Rodgers Sarah-Anne Scullion
Digital Technologies	Continued CLPL on the use of Assistive Technologies to support learners with additional support needs. Upskill support staff through bespoke training linked to individual children they are working with.	Clare Casey
Health and wellbeing	Refresh Zones of Regulation (whole school) and 5-point scale (targeted pupils) Continue with wide range of interventions including Seasons for Growth, Drawing & Talking, LIAM, nurture opportunities (including sport nurture).	Kerry Walker
Clubs and wellbeing groups.	Continued commitment to no cost to the school day. Ensure access for ALL for clubs/activities. Tracking of skills.	Rona Patterson
Tracking and Monitoring	Continue to use assessment calendar and tracker effectively to secure improved outcomes for all learners, including the most deprived and those with additional support needs.	Louise Gray