

St Ninian's Primary School Improvement Plan 2025 2026



Aim High! Learning without Limits!





LOCAL AND NATIONAL OBJECTIVES

Our people and places make South Ayrshire and we have a clear and ambitious vision of what we want to achieve. In doing this, we can deliver the best outcomes for our people through, creating strong and successful thriving communities that make a real difference. We will tackle inequalities and injustice by making the best use of available resources and targeting these resources where they are needed most. Both local and national strategic priorities articulate what we hope to achieve for our children and young people.

STRATEGIC IMPROVEMENT OBJECTIVES

South Ayrshire Council Plan

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

Children's Services Plan

- **The Promise:** Our commitment to Keeping the Promise
- **Family:** Promoting whole family wellbeing
- **Included:** Early help for children with diagnosed or undiagnosed additional support needs
- **Healthy:** Improving physical and mental health for children and young people
- **Voice:** Involving children and young people in local decision making
- **People:** Collaborative learning and reflection opportunities for the workforce

Education Services Priorities

- Engaged and Included
- Outstanding learning, teaching and assessment
- Developing our curriculum
- Self Improving Service

National Improvement Framework Priorities

- Placing the human rights of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in employability skills and sustained positive school leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

OUR VISION, VALUES AND AIMS

OUR VISION

- St Ninian's is committed to excellence and equity, where all children are encouraged to be themselves and use their unique talents, skills and personalities to reach their full potential and be the best they can be. St Ninian's pupils learn to:
 - ✚ Be Proud: Every child learns in an environment where they feel respected and valued
 - ✚ Learn without Limits! Young learners are inspired and motivated through the provision of engaging and challenging learning opportunities.
 - ✚ Aim high! Progress and achievements across the curriculum and beyond are widely celebrated
 - ✚ Work as a team! Teamwork is at the heart of meeting the needs of our young learners.

Together Everyone Achieves More

OUR VALUES

FAITH RESPECT KINDNESS INTEGRITY AMBITION

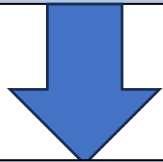
OUR AIMS

St. Ninian's aims to deliver excellence and equity for all by;

- ✚ *Working in partnership with parents, parish and school community to create a positive school ethos based on the UNCRC and the Gospel values.*
- ✚ *Nurturing unique talents and personalities. We celebrate diversity, creating respectful and confident members of society who strive to be the best they can be!*
- ✚ *Engaging and motivating learners by involving them in planning a stimulating and challenging curriculum for our pupils, which equips them with the skills necessary for learning, life and work.*

2025-2026 St Ninian's School Improvement Plan Priorities Summary

Priority 1
2.2 Curriculum

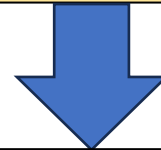


Curriculum Review

Writing

Reading

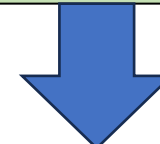
Priority 2
2.3 Learning, Teaching
and Assessment



Adaptive Teaching

Assessments

Priority 3
3.1 Ensuring Wellbeing,
Equality and Inclusion



Developing as a
community of Faith and
Family Learning

PRIORITY 1: 2.2 CURRICULUM

In 2025/26 we will focus on Curriculum Review, Writing Pedagogy and Reading Pedagogy.

Links to South Ayrshire plan: Live, Work, Learn

Links to Children's Services Plan: Included

Links to Education Services Plan: Outstanding learning, teaching and assessment/ Developing our Curriculum

Links to National Improvement Framework: Improvement in attainment/ Closing the gap between the most and least disadvantage

PRIORITY 1: 2.2 CURRICULUM (CURRICULUM REVIEW)

Strategic Aims	Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date						
All stakeholders work collaboratively to develop a relevant and engaging curriculum which offers creativity, challenge and enjoyment.	DHT to continue to develop learner agency. Staff to be given time to consult with pupils and parents and analyse responses to inform planning.	Evidence of all pupils enjoying challenging, creative and engaging learning experiences	NCCT to be planned to ensure staff can come together to plan progressive outdoor learning sessions.	Pupil surveys Staff surveys Parent surveys observations								
	Protected time in WTA for staff to work collaboratively to develop the curriculum and consider its impact on pupils.	<table border="1"> <tr> <td>My teacher listens and takes my views into account when planning learning.</td> <td>97%>98%</td> </tr> <tr> <td>My child finds their learning hard enough</td> <td>75%>85%</td> </tr> <tr> <td>The school takes my views into account when making changes.</td> <td>75%>85%</td> </tr> </table>	My teacher listens and takes my views into account when planning learning.	97%>98%	My child finds their learning hard enough	75%>85%	The school takes my views into account when making changes.	75%>85%	P1 and P2 teacher have both engaged in play based learning training. NCCT time planned to provide staff with opportunity to plan provocations /outside area			
My teacher listens and takes my views into account when planning learning.	97%>98%											
My child finds their learning hard enough	75%>85%											
The school takes my views into account when making changes.	75%>85%											
	Staff to look at IDL offered to pupils and involve pupils and partners to consider relevance, challenge and enjoyment when planning IDL opportunities.											
	Outdoor learning to be a regular, progressive curriculum led experience for all learners.											

PRIORITY 1: 2.2 CURRICULUM (WRITING)

Strategic Aims	Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date																		
<p>To continue to develop and embed the Talk for Writing approach to support the teaching of writing across the school.</p>	<p>New staff and staff returning for mat leave to engage in Talk for Writing professional learning.</p> <p>The cluster writing group to create a shared teams page where pupils can upload and share work.</p> <p>PT to continue to consult with secondary cluster colleagues to develop and review assessment process to ensure key skills valued in secondary are being developed and recognised.</p>	<p>Consistent high quality writing lessons throughout the school.</p> <p>Writing attainment: 25-26 Target</p> <table border="1" data-bbox="792 373 1140 754"> <tr> <td>P1</td> <td>86%>87%</td> <td rowspan="4">Moderation opportunities for staff and pupils</td> </tr> <tr> <td>P4</td> <td>87%>87% (<i>stretch aim: increase in 9% from current p3s</i>)</td> </tr> <tr> <td>P7</td> <td>86%>100%</td> </tr> <tr> <td>Whole school</td> <td>A few pupils from each stage to be achieving in writing beyond national expectations.</td> </tr> </table>	P1	86%>87%	Moderation opportunities for staff and pupils	P4	87%>87% (<i>stretch aim: increase in 9% from current p3s</i>)	P7	86%>100%	Whole school	A few pupils from each stage to be achieving in writing beyond national expectations.	<p>Talk for Writing Spines</p>	<ul style="list-style-type: none"> Teacher professional judgement. SNSA data (P1,4,7) GL data (P2,3,5 and 6) Writing assessments Class observations (pupils, colleagues and SLT) Cluster glow teams page for uploaded writing evidence 	<p>E. Kavanagh/E. Diamond/S Swan</p>	<p>June 2026</p>									
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Whole school	A few pupils from each stage to be achieving in writing beyond national expectations.																							
<p>To increase the number of pupils writing for pleasure.</p>	<p>Continue with P5-7 newspaper club and personal journals.</p> <p>Continue to link with local authors and journalists to inspire and motivate pupils.</p>	<p>Increased use of figurative and descriptive language to improve quality of writing.</p>			<p>E. Kavanagh</p>																			
<p>Pupils to use self/peer/teacher feedback to improve writing.</p>	<p>Embed feedback policy developed in 2024/25.</p> <p>All staff to identify borderline pupil and time to be protected in WTA for professional dialogue based on feedback given and impact upon progress.</p>	<p>Evidence that pupils are acting upon self/peer and teacher feedback to improve writing</p> <p>To create a culture of improvement, informed by high quality feedback.</p>	<p>Feedback policy Writing jotters Use of ICT effectively to improve quality of feedback.</p>		<p>J. McPeake</p>																			
<p>All pupils with additional support needs have appropriate ICT skills to allow them to evidence their learning progress.</p>	<p>Complete staff audit on confidence</p> <p>All staff to engage in assistive technology training.</p> <p>Deliverparent/child learning together ICT session.</p>	<table border="1" data-bbox="792 1211 1144 1422"> <tr> <th colspan="3">% of pupils achieving in writing with 1 or more ASN</th> </tr> <tr> <th>Current stage</th> <th>May 25</th> <th>Stretch Aim</th> </tr> <tr> <td>P3</td> <td>41%</td> <td>75%</td> </tr> <tr> <td>P4</td> <td>85%</td> <td>85%</td> </tr> <tr> <td>P5</td> <td>85%</td> <td>92%</td> </tr> <tr> <td>P6</td> <td>100%</td> <td>100%</td> </tr> </table>	% of pupils achieving in writing with 1 or more ASN			Current stage	May 25	Stretch Aim	P3	41%	75%	P4	85%	85%	P5	85%	92%	P6	100%	100%			<p>J McPeake/R.Le e</p>	<p>Oct 2025</p>
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PRIORITY 1: 2.2 CURRICULUM (READING)

(St Ninian's is a phase 2 school and this year will be working collaboratively with St Patrick's and Glenburn. The focus will be on comprehension whilst embedding previous work on phonics and fluency)

Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment Education 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				SAR Strategy 2023-2026													
SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead/St Ninian's Lead	Completion Date												
<p>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</p>	<p>By June 2025, St Ninian's 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. – ACHIEVED!</p>	<p>The aims of South Ayrshire Reads are beginning to embed across Phase 2 School Communities</p> <p>The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders</p>	<ul style="list-style-type: none"> Role of reading leader reviewed at planning meeting. Reading leader workshop dates agreed. 	SAR PTs	June 2025-completed (S. Swan)												
	<p>By June 2026, St Ninian's will have participated in at least two reading leader-led workshops within their own setting, supporting the ongoing development of reading practice.</p>																
<p>To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry</p>	<p>By June 2026, St Ninian's will have had the opportunity to engage in collaborative activity—whether through partnership CLPL, as part of the Phase 2 cohort, or via peer school visits—to strengthen collective efficacy and support an outward-looking approach to improvement. (Glenburn and St Patrick's)</p>	<p>Projected impact upon reading attainment:</p> <table border="1"> <thead> <tr> <th></th> <th>May 2025</th> <th>May 2026 (stretch aims for current P3,P7)</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>86%</td> <td></td> </tr> <tr> <td>P4</td> <td>87%</td> <td>87%</td> </tr> <tr> <td>P7</td> <td>82%</td> <td>100%</td> </tr> </tbody> </table>		May 2025	May 2026 (stretch aims for current P3,P7)	P1	86%		P4	87%	87%	P7	82%	100%	<ul style="list-style-type: none"> All Reading Leaders may attend four half-day sessions (September 2025, November 2025, January 2026, and April 2026) 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. 	LW/S. Swan	<p>June 2026 Reading leaders workshop date: 21/01/26 20/05/26</p> <p>Parental workshop: 7/11/25</p>
			May 2025	May 2026 (stretch aims for current P3,P7)													
P1	86%																
P4	87%	87%															
P7	82%	100%															
<p>By August 2025 St Ninian's schools will identify new or returning staff who require catch-up sessions and will have the opportunity to develop a clear plan, in collaboration with the SAR Team, ensuring all staff have the necessary knowledge and skills to support reading development effectively.</p>																	
<p>To promote the implementation of an excellent reading curriculum which prioritises best practice, challenge and adapted teaching for children with additional support needs</p>	<p>By June 2026 ALL St Ninian's staff will have had the opportunity to engage in bespoke high-quality CLPL.</p>	<p>Phase 2 collaborative launch – August in-service May 2025</p> <p>Bespoke partnership CLPL responsively planned and reviewed in line with contextual needs.</p> <p>Meeting & discussion with SLT around peer school visits</p> <p>Peer visit pre-workshops/discussion/observation guides</p>	<ul style="list-style-type: none"> Phase 2 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 2 schools to identify existing members of staff to support this through coaching/modelling 	SAR PT's	<p>June 2026</p> <p>20/10/25: Introduce collaborative peer visits (Glenburn and St Patrick')</p> <p>August 2025. Staff identified : E. Diamond</p>												
	<p>By June 2026 ALL St Ninian's teaching staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest.</p>					<ul style="list-style-type: none"> All CLPL based on Science of Reading, with particular focus on language comprehension whilst embedding previous work on phonics & fluency. 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. Collaborative activities include workshops, professional discussions, coaching sessions, and model video analysis. 	SAR PT's	June 2026									
	<p>By June 2026 ALL St Ninian's teaching staff will have had the opportunity to develop their practice in collaboration with the SAR team.</p>								SAR Team	June 2026							
	<p>By June 2026 ALL St Ninian's teaching staff will have had the opportunity to engage with</p>										SAR PT's	June 2026					
	<p>By June 2026 ALL St Ninian's teaching staff will have had the opportunity to engage with</p>												<ul style="list-style-type: none"> Access to CLPL sessions focused on the interpretation, analysis, and evaluation of learner 	HMcb	June 2026		
<p>By June 2026 ALL St Ninian's teaching staff will have had the opportunity to engage with</p>																	

<p>To gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and reading attainment</p>	<p>assessment implementation and data analysis</p>		<p>attainment to measure impact and inform next steps.</p> <ul style="list-style-type: none"> ○ Opportunity to attend workshops and drop-in sessions focused on data literacy. 		
	<p>By June 2026 ALL St Ninian's staff will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities</p>		<ul style="list-style-type: none"> ○ Reading Schools Accreditation ○ Communication Friendly Environments ○ Developing Writing through SAR 	<p>JM HMcb SL</p>	<p>June 2026</p>
	<p>By June 2026 ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.</p> <p>Accelerated Reader will be used throughout P3-P7 to encourage pupils to read for pleasure and to develop comprehension skills.</p> <p>PT will deliver CLPL on accelerated reader reports to allow staff to measure growth and progress.</p> <p>Staff will share reading ages with pupils and parents. (dyslexic learners will have two reading ages, comprehension and decodable)</p>		<ul style="list-style-type: none"> ○ 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 ○ Accelerated reader log in shared with all pupils and parents. ○ AR reports to form part of the tracking and monitoring meeting discussion. ○ 	<p>SAR PT's/S Swan SL</p>	<p>June 2026</p> <p>Date for comprehension parental information TBA.</p>

PRIORITY 2 2.3 Learning, Teaching and Assessment: In 2025/26 focus is on Adaptive Teaching and Assessment

Links to South Ayrshire plan: Live, Work, Learn

Links to Children's Services Plan: Included

Links to Education Services Plan: Outstanding learning, teaching and assessment/ Developing our Curriculum

Links to National Improvement Framework: Improvement in attainment/ Closing the gap between the most and least disadvantaged

Priority: 2 Adaptive Teaching To improve our approaches to differentiation/adaptive teaching in our classrooms ensuring we meet the needs of ALL our learners.

Aims	Actions	Intended Impact	Resources	Measures	Completion Date
<p><i>To increase all teaching staff's understanding of the benefits of adapting planning, teaching and assessment to meet the needs of their learners.</i></p>	<p>Initial meeting with SAL Team to plan 4 Inputs and 2 Sharing Sessions. Key Lead(s) to be identified and meet SAL Team to establish role and responsibilities.</p>	<p>Plan effectively to meet learners' needs:</p> <p>Identify the potential barriers to learning and plan differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner.</p>	<p>Adaptive Teaching Programme: Commitments.</p>	<p>Staff survey (pre and post).</p> <p>Learner Survey (pre and post).</p> <p>Learner Focus Groups (pre and post).</p> <p>Classroom observation notes, feedback (peers, SLT, SAL).</p> <p>Staff professional development and review process.</p> <p>Staff planning and evaluation documents.</p> <p>Analytics from shared online space (comments, resources, access to the tool kit and materials).</p>	<p>June 2025- Achieved!</p>
	<p>All baseline surveys will be carried out: learners and staff online surveys and Learner Focus Groups by Key Lead(s) (J McPeake) and SAL Team. SAL Team will collate all baseline data, produce a report, and share with Headteacher.</p>		<p>Microsoft Form: staff survey and learner surveys.</p>		<p>September 2025</p>
	<p>All teachers read, discuss, and reflect on article: Adaptability: An important capacity for effective teachers – Collie and Martin (2016) before to Input 1.</p>		<p>WEE HGIOS Learner Focus Group questions.</p> <p>Article – Adaptability: Collie and Martin (2016).</p>		<p>August/September 2025</p>
	<p>All teachers:</p> <ul style="list-style-type: none"> - attend Adaptive Teaching Input 1: The Adaptive Learning Environment. - Share and celebrate good practice - Whole school self-evaluation: What are we doing well? - Introduced to Thinglink of resources to support self-evaluation and professional learning. 		<p>Adaptive Teaching Thinglink.</p>		<p>September 2025</p>
<p><i>To enhance all teaching staff's confidence of how to adapt planning, teaching and assessment to meet the needs of their learners.</i></p> <p><i>To evidence an increase in the use of adaptive teaching strategies to meet learner's needs through observations of teaching practice.</i></p>	<p>Test of Change All teachers:</p> <ul style="list-style-type: none"> - complete Self-evaluation Checklist with another colleague. - explore the Thinglink/use WEE HGIOS to consult their learners. - identify an adaptation using self-evaluation checklist and learner consultation. - complete the Adaptive Learning Environment Planning Template. - put adaptations in place. <p>Key Lead to complete the Planned Adaptation Tracker and share with SAL Team. SAL Team visit.</p>		<p>The Adaptive Teacher Self-Evaluation of Classroom – Checklist.</p> <p>The Circle Framework and the Inclusive Classroom.</p> <p>The Adaptive Teacher – Planned Adaptation Tracker</p>		<p>November 2025</p>
	<p>Sharing Session 1 Key Leads/HT identify members of staff to present good practice. All teachers:</p> <ul style="list-style-type: none"> - attend Sharing Session. - complete Self-Evaluation: Stop/Start/Continue Reflection Sheet 		<p>Stop, Start, Continue – Self-evaluation sheet.</p>		<p>November 2025</p>
	<p>All teachers:</p> <ul style="list-style-type: none"> - complete Scaffolding Self-evaluation sheet. - attend Adaptive Teaching Input 2: Scaffolding (visual, verbal, written and concrete). - Share and celebrate good practice: Whole school self- evaluation: What are we doing well? - To develop an area of scaffolding. 		<p>The Adaptive Teacher Self-evaluation Sheet: Scaffolding</p> <p>The Adaptive Teacher Thinglink.</p>		<p>November 2025</p>

	<p>Test of Change All teachers</p> <ul style="list-style-type: none"> - complete the Adaptive Learning Scaffolding Planning Template. - develop an area of scaffolding in their class to support/challenge their learners. <p>Key Lead to complete the Planned Adaptation Tracker: Scaffolding and share with SAL Team. SAL Team visit.</p>		<p>Scaffolding Posters.</p> <p>The Adaptive Teacher Thinglink.</p> <p>Adaptive Learning Planning Template – Scaffolding.</p> <p>Planned Adaptation Tracker: Scaffolding.</p>	<p>Tracking data on learner progress.</p> <p>Assessment data – summative and formative including teacher professional judgement.</p>	<p>February 2026</p>
	<p>All teachers:</p> <ul style="list-style-type: none"> - attend Adaptive Teaching Input 3: Supporting Highly Able Learners. - Share and celebrate good practice - Whole school self-evaluation: What are we doing well? - Identify an area of development. 		<p>The Adaptive Teacher Thinglink.</p> <p>Highly Able Learners Top Tip Poster.</p>		<p>February 2026</p>
	<p>All teachers:</p> <ul style="list-style-type: none"> - attend Adaptive Teaching Input 4: Digital OR Bespoke - Share and celebrate good practice - Whole school self-evaluation: What are we doing well? - Identify an area of development. 		<p>The Adaptive Teacher Thinglink.</p>		<p>March 2026</p>
	<p>Test of Change All teachers</p> <ul style="list-style-type: none"> - complete the Adaptive Teacher Planning Template: Highly Able Learners/Digital - focus on challenging highly able learners/embed the use of digital tools to meet the needs of learners. <p>Key Lead to complete the Planned Adaptation Tracker: Highly Able Learners/Digital and share with SAL Team. SAL Team visit.</p>		<p>The Adaptive Teacher Thinglink.</p> <p>Planned Adaptation Tracker: Highly Able Learners/Digital.</p> <p>Adaptive Teacher Planning Template: Highly Able Learners</p>		<p>May 2026</p>
	<p>Sharing Session 2 Key Leads/HT identify members of staff to present good practice. All teachers:</p> <ul style="list-style-type: none"> - attend Sharing Session. - complete Self-Evaluation: Stop/Start/Continue Reflection Sheet. 		<p>Stop, Start, Continue – Self-evaluation sheet.</p>		<p>May 2026</p>
	<p>Complete all post surveys: learners and staff online surveys a Key Lead and SAL Team to complete Learner Focus Groups. SAL Team to collate all endline data, produce a report and share with Headteacher. HT/SAL Team use report to inform SQR/SIP for 2026-27.</p>		<p>Microsoft Form – staff and learner surveys. WEE HGIOS Learner Focus Group questions.</p>		<p>June 2026</p>

PRIORITY 2: 2.3 Learning Teaching and Assessment (Assessment)

Aims	Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date								
<p>Staff use assessment data effectively to evaluate, share and inform learners' progress.</p>	<p>Assessment and moderation calendar to be used to plan Tracking & Monitoring Meetings</p> <p>Assessment table and impact upon learners summary to be completed ahead of tracking and monitoring meetings.</p> <p>All staff to agree in August Inset the most effective way to share pupil learning and involve parents in target setting.</p>	<table border="1"> <tr> <td data-bbox="931 172 1167 244">Timely Interventions Challenge pupils identified.</td> <td data-bbox="1178 172 1279 244"></td> </tr> <tr> <td data-bbox="931 247 1167 416">I receive helpful, regular feedback about how my child is developing e.g. informal feedback, reports and learning profiles</td> <td data-bbox="1178 247 1279 416">88%>90%</td> </tr> <tr> <td data-bbox="931 419 1167 539">The information I receive about my child is doing reaches me at the right time.</td> <td data-bbox="1178 419 1279 539">88%>90%</td> </tr> <tr> <td data-bbox="931 542 1167 592">I understand how my child is assessed</td> <td data-bbox="1178 542 1279 592">91%>95%</td> </tr> </table>	Timely Interventions Challenge pupils identified.		I receive helpful, regular feedback about how my child is developing e.g. informal feedback, reports and learning profiles	88%>90%	The information I receive about my child is doing reaches me at the right time.	88%>90%	I understand how my child is assessed	91%>95%	<p>Cluster Assessment and Moderation Calendar</p>	<p>Teacher professional judgement SNSA GL Fluency and phonics Reading comprehension (STAR and Reciprocal Reading) Surveys</p>	<p>J McPeake</p>	<p>June 2026</p>
Timely Interventions Challenge pupils identified.														
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I understand how my child is assessed	91%>95%													
<p>Staff use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.</p>	<p>Staff plan termly high quality assessments – where pupils skills are assessed in a real life context.</p>	<p>Increased attainment</p>		<p>Assessment Evidence</p>	<p>J McPeake</p>	<p>June 2026</p>								

CLUSTER PRIORITY 3.1 ENSURING WELLBEING EQUALITY AND INCLUSION

Links to South Ayrshire plan: Live, Work, Learn
 Links to Children's Services Plan: Promoting whole family wellbeing
 Links to Education Services Plan: Engaged and Included
 Links to National Improvement Framework: Improvement in young people's health and wellbeing

Aim	ACTIONS	INTENDED IMPACT	RESOURCES	MEASURE	DATE COMPLETED															
<p>3.1 Partnership with parents Increased effective communication with target group of parents who can be hard to engage.</p> <p>Almost all parents feel more informed about their child's learning.</p>	<p>HT coffee drop in sessions on the first Tuesday of every month 8:30-9:00 3:00-5:00</p> <p>Each class to organise pupils and parent prayer breakfast.</p> <p>Sacramental meeting for parents.</p> <p>P6/7 Cluster Pope Francis Faith Award Launch (25/09)</p> <p>Learning with my child family sessions – focus on Writing in term 1, Faith in term 2 and Reading in Term 3.</p>	<table border="1"> <thead> <tr> <th colspan="3">Parent Survey</th> </tr> <tr> <td></td> <td>May 25</td> <td>Target May 26</td> </tr> </thead> <tbody> <tr> <td>The school plans opportunities for me and my child to learn together</td> <td>85%</td> <td>90%</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Improved attainment and outcomes for learners</p>	Parent Survey				May 25	Target May 26	The school plans opportunities for me and my child to learn together	85%	90%					<p>Attendance at coffee and chat. Attendance at beach stroll. Attendance at welcome breakfast</p>	<p>June 2026</p>			
Parent Survey																				
	May 25	Target May 26																		
The school plans opportunities for me and my child to learn together	85%	90%																		
<p>3.2 Develop an Inclusive Ethos. To develop a positive behaviour policy which is based on gospel values and promotes human dignity in line with new authority guidance.</p> <p>Pupils to engage in prayer and action to support those in need.</p>	<p>Pupil Voice Faith group to meet with cluster groups to learn more about Missio . (4/09) with a view to planning fundraising at their follow up meeting (12/02). Celebration and feedback session in person at St Margaret's Cathedral (30/04)</p> <p>Cluster choir concert (9/12) to support Aid to the Church in Need.</p>	<table border="1"> <thead> <tr> <th colspan="3">Pupil Survey</th> </tr> <tr> <td></td> <td>May 25</td> <td>Target May 26</td> </tr> </thead> <tbody> <tr> <td>My school helps me respect and understand others</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Staff treats me fairly and with respect.</td> <td>98%</td> <td>100%</td> </tr> <tr> <td>My school is inclusive and treats everyone including those of different race, religion, sexual orientation etc. equally</td> <td>98%</td> <td>100%</td> </tr> </tbody> </table>	Pupil Survey				May 25	Target May 26	My school helps me respect and understand others	100%	100%	Staff treats me fairly and with respect.	98%	100%	My school is inclusive and treats everyone including those of different race, religion, sexual orientation etc. equally	98%	100%		<p>Parent Surveys Increased number of children achieving Pope Francis Faith Award + Parish Commendation</p>	<p>May 2026</p>
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<p>Almost all P7 pupils to develop leadership skills, leadership, including the religious life of the school.</p>	<p>Visit from Gerard Gough from Missio to share the Mission pledge and promote the Gospel values.</p> <p>Pupil Faith Group to meet with Cluster Pupil Voice Group to discuss fundraising initiatives (MISSIO) and shared faith focus. Teams Meet, 4th September 2.00pm</p> <p>Follow through meeting on Thursday 12th February ahead of Lenten Fundraising events.</p> <p>Final Pupil Voice Meet following Fundraising - Thursday 30th April, 10.00am. Mass and Feedback session. (Gerard from Missio)</p>	<p>Almost all pupils show an understanding of their rights and proactively support those whose rights are not being met.</p>		<p>R.P (St John's) L.M (ST. Pat's), R.McC (St. Cuthbert's) R.Mc (Sacred Heart) J.McP (St. Ninian's)</p>																

	P6 and P7 Pope Francis Faith Award Launch - Cathedral. 25 th September 2025. Pupils to lead assembly – sharing common goals and the gospel values they have demonstrated.				
3.3 CLPL and .development of staff Almost all staff deepen their understanding of, an enhance their contribution to the mission of the Catholic school through CLPL and attendance at retreat through Catholic Education week.	Input from Barbera Cooper (SCES) on the call to Catholic Teaching. Staff retreat at Bishop's House to start Catholic Education Week. Include colleagues from SCES with the focus being Building a Community of Faith. School Chaplain working alongside staff to share the role of Chaplain and support the development of teacher's contribution to the mission of Catholic schools. Cluster HT's to work together to identify CLPL opportunities for staff and opportunities for spiritual development. Launch of new RE Planners during in-service day. Gods loving plan to be delivered to all classes from P1-7 – Staff training required for new teachers – SCES training calendar. All staff to be given the opportunity to attend Mass and retreat on 15 th November to mark the start of Catholic Education Week with cluster colleagues.	All staff and pupils feel supported to develop and grow in a community of faith and learning.	God's Loving Plan New RE planners	Attendance at CLPL events (on- line and in person) Staff evaluations and feedback.	June 2026

2025-2026 St Ninian's On Going Whole School Improvements now moved to the Maintenance Agenda.

Maintenance Agenda		Key Personnel
Numeracy and Maths	All staff to continue to build on White Rose Maths Training and training delivered by Scott Morrow to ensure learners develop solid understanding in numeracy and maths (All teaching staff with exception of NQT and all support staff have engaged in professional learning. Ensure all classes are adequately resourced to ensure all pupils have access to concrete materials at all times.	Stephanie Swan
Health and wellbeing	Continue with PEF funded before school clubs and wellbeing walks. Use wider achievement passport more consistently to celebrate achievements. Embed zones of regulation (whole school) and 5 point scale (targeted pupils) Share work with families.	John Watson Nicola McNicol
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.	All staff Jacqueline McPeake

Budget Note: St Ninian's PEF allocation is £18,375

Priority	Staffing costs	Resources/ other
1. To improve attainment, particularly in writing and reading.	PT posts to raise attainment in literacy and numeracy £ 11 hours support assistant cover to allow targeted interventions – RW/Nessy/Beat Dyslexia £3800	Accelerated Reader £4000 Improved transition plan £2000 transport Growth mindset training £500
2. Improvement in children and young people's health and wellbeing	Seasons for Growth sessions. Diary of an awesome kid delivery Support assistant to cover before school/lunch time and after school sports sessions and to co-ordinate with active school and PE specialist to improve HWB for target pupils.	Boxall Profiles Seasons for Growth Before school/lunch and after school clubs Emotion works Fitness trackers Sports/Games resources
3. Developing as a community of faith and learning.		Retreats Diocesan events Transport Support to pay residential trips