St Ninian's Primary School Improvement Plan 2026 2027

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.





Temporary staffing arrangement – August 2026

HT Jacqueline McPeake is absent from work.

Acting HT – Nicola McNicol and Acting DHT – Rob Lee

South Ayrshire Vision

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.

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

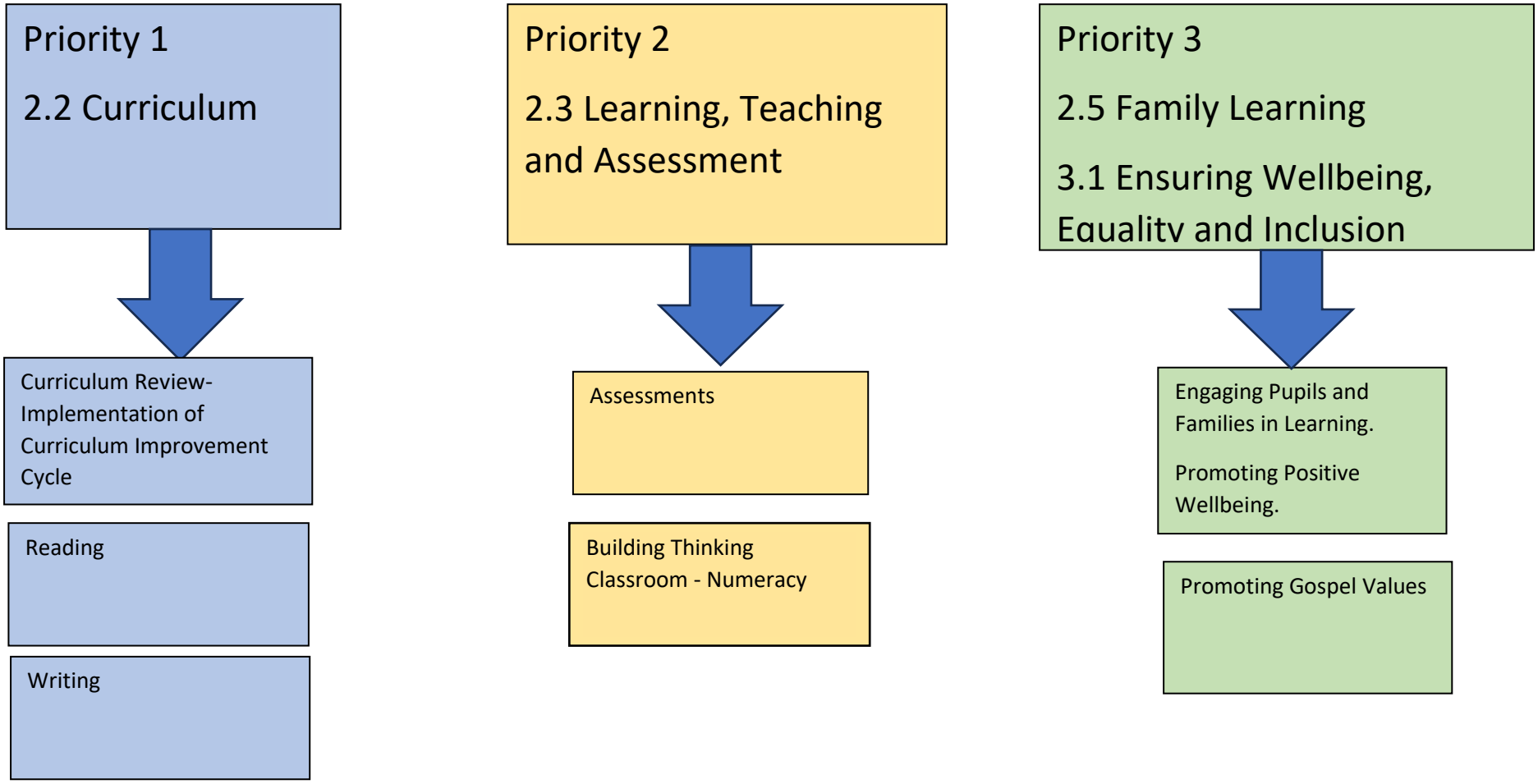
St. Ninian's aims to deliver excellence and equity for all by;

- *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.*

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



South Ayrshire Service Plan Priority					
Priority1.1 Improving Our Curriculum					
ALL SOUTH AYRSHIRE SCHOOLS 2025-2026					
Aims	**Actions**	**Intended Impact**	**Resources**	**Measures**	**Completion Date**
*To increase all teacher understanding of the **purpose and relevance** of the CIC and the **rationale** behind curriculum reform.*	- The school will identify a **curriculum lead (DHT)** 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.**	*Staff are clear on the **key terminology** around curriculum and educational reform.* *Staff can clearly articulate why curriculum change is being made.* *All staff are clear on the national timeline for implementation of the CIC*	Presentation created by Curriculum PTs	Staff survey (pre and post twilight sessions) Evaluation	August 2026 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.	*Staff will feel supported during the early stages of transition.* *Staff feel **well informed** and confident in discussing curriculum changes with colleagues, learners and families.*	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

	- 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.	*Parents and stakeholders will better understand Scotland's curriculum and the future changes.*			December 2026 June 2027
To establish an understanding of a ***concept-based curriculum*** *and to introduce the* ***Know-Do-Understand model****.*	- **'*Curriculum of Hope*' professional reading distributed during the 'Train-the-Trainer' session fo 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**	*All staff understand the principles of a concept-based curriculum.* *All staff will have had opportunities to engage with the values and principles of 'A Curriculum of Hope'.*	'A Curriculum of Hope' professional reading Microsoft form for twilight	Pre/Post Survey Data	October 2026 February 2027

	second twilight to gauge progress.				

PRIORITY 1.2 CURRICULUM

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 Personel	Completion Date
All pupils to be involved in planning and identifying opportunities for personalisation and choice to ensure the curriculum ofers 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 Staff will use discovery tables to plan and evaluate learning Discovery tables to be updated a minimum of termly..	<table><tr><td></td><td>May 2026</td><td>Target May 2027</td></tr><tr><td>My teacher asks me about things I want to learn in school (All/some of the time)</td><td>82%</td><td>100%</td></tr></table>	Learner Agency Learning conversations Discovery Tables	Pupil voice evidence in planning. Use of discovery tables to plan and evauate learning at least once per term % of plannig informed by pupil consultation Increase in pupil confidence in influencing learning Number of learner -led enquiries	E. Kavannagh	June 2027
All stakeholders work collaboratively to develop a relevant and engaging curriculum which offers creativity, challenge and enjoyment.	Protected time in WTA for staff to work collaboratively to develop the curriculum and consider its impact on pupils. Staff to look at IDL offered to pupils and involve pupils and partners to consider relevance, challenge and enjoyment when planning IDL opportunities.	Improved attainment Improved engagement <table><tr><td></td><td>May 2026</td><td>Target May 2027</td></tr><tr><td>Collaborative working across the school is effective in taking forward improvements</td><td>Strongly Agree:63% Agree:37%</td><td>Strongly Agree: 100%</td></tr></table>		ACEL Data Pupil Surveys Teacher surveys Improvement in meaures of engagement	HT	June 2027
The curriculum will be enhanced by regular opportunites for pupils to	NCCT to be planned to ensure staff can come together to plan progressive			Number of outdoor learning experiences increase each term Pupil feedback	All teaching staff	May 2027

<table>
<tr>
<td>participate in quality Outdoor learning experiences which are progressive and curriculum led.</td>
<td>outdoor learning sessions and access SAC outdoor learning resources/</td>
<td>Young people will benefit from an enhanced curriculum which utilises the unique local area.</td>
<td></td>
<td>Staff feedback
Forward plan information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupils in P1 and 2 will participate in quality play based learning experiences which broaden the curriculum and enhance learning and teaching experiences.</td>
<td>Continue to implement play based learning experiences in infant classrooms. NCCT time planned to provide staff with opportunity to plan provocations /outside area.</td>
<td></td>
<td>Plannng
Class environments</td>
<td>Pupil feedback
Attiainment data
Engagement data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement approaches to profiling that enhance young people's self-awareness as learners and support them in recognising and developing skills for learning, life, and work.</td>
<td>All pupils from P4-7 to complete metaskills self-evaluation, considering both experiences inside and outside of the classroom, including wider achievements.

Encourage students to create and regularly update their Personal Learning Plans on Seesaw reflecting on their strengths and targets. Regularly share these with parents.

Use PLPs to track progress and set actionable steps for skill development.

Use tools and resources from "My World of Work" to help students understand how their skills align with different career paths.

.</td>
<td>Pupils will gain a deeper understanding of their strengths, areas for improvement, and learning styles, enabling them to become more effective and self-directed learners.

<table><tr><td></td><td>25/26</td><td>26/27 target</td></tr><tr><td>Staff help me to understand how I am progressing with my school work.</td><td>90%</td><td>95%</td></tr></table>
<table><tr><td></td><td>25/26</td><td>26/27 target</td></tr><tr><td>I receive helpful, regular feedback about how my child is learning and developing</td><td>88% agree or strongly agree</td><td>92% agree or strongly agree</td></tr></table>
Utilising resources like "My World of Work," pupils will explore various career options, understand the skills required, and make informed decisions about their future paths.

Personalised learning plans, reflective journals, and portfolios will foster a sense of ownership and pride in their learning journey, increasing overall engagement and motivation.</td>
<td>My World of Work Profiles P5-7

Create Personal Learning Plans for P1-P4 using seesaw.

Skills showcase</td>
<td>Conduct surveys to gather pupils self-reported data on their self-awareness, skill recognition, and career readiness.

Review pupils' reflective journals and portfolios to track their progress in self-awareness and skill development over time.
Assess the quality and depth of reflections to gauge pupils' understanding and growth.

Monitor the completion and updates of PLPs to ensure students are actively engaging in the process.
Evaluate the goals set and achieved by pupils to measure their progress.

Analyse changes in academic performance and engagement as indicators of the effectiveness of profiling approaches.
Compare grades, attendance, and participation rates before and after implementation.

Use pre- and post-assessments to measure improvements in skill recognition.

Gather feedback from parents and teachers on pupils' development and engagement.

Track pupils' usage of the "My World of Work" platform to see how often they engage with the resources.</td>
<td>All SLT
S. Butchart</td>
<td>June 2027</td>
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</table>

<table>
<tr>
<td></td>
<td>Organise workshops focused on skills for learning, life, and work. Use "My World of Work" resources to provide insights into various industries and the skills needed for success.</td>
<td>With a clear understanding of their skills and goals, pupils will be better prepared to achieve academic success and navigate life challenges, leading to improved overall outcomes.

By embedding these profiling approaches, we aim to create a supportive and empowering educational environment that nurtures well-rounded, confident, and capable individuals ready to succeed in learning, life, and work.</td>
<td></td>
<td></td>
<td>G. Mitchell</td>
<td>April 2027</td>
</tr>
<tr>
<td>By June 2027, all P6 and P7 will undertake a defined Young Leader of Learning role linked to school improvement priorities.

By June 2027 almost all P7 pupils will demonstrate increased understanding of leadership, pupil voice and HGIOS 4.

By June 2027, almost all pupils will demonstrate increased confidence in leading learning conversations and contributing to school self – evaluation.</td>
<td>Provide professional learning for staff on the Young Leaders of Learning programme and pupil lead self evaluation.

Deliver structured training for pupils on;
• Leadership skills
• Pupil Voice
• Consultation
• Evaluating learning using HGIOS 4
Allocate all P7 learners a defined Young Leaders of learning role linked to school priorities.
Plan regular opportunities for contributions to inform self evaluations and improvements in learning and teaching.
Evidence of meaningful pupil leadership is recorded and embedded across the school
• Lead discussions with peers
• Gather views on Learning and Teaching</td>
<td>Almost all P7 pupils actively contribute to school improvement as Young Leaders of Learning.

Identified pupils demonstrate increased confidence in leading discussions and gathering pupil voice.

<table>
<tr><td></td><td>25/26</td><td>26/27 target</td></tr>
<tr><td>My school is helping me to become more confident.</td><td>74%</td><td>90%</td></tr>
<tr><td>My school listens to my views.</td><td>72%</td><td>90%</td></tr>
</table>
</td>
<td>Education Scotland Young Leaders of Learning programme materials and guidance

Staff CLPL time (inservice, staff meetings, WTA allocation)
Time within timetable for pupil leadership activities and meetings

Leadership log materials</td>
<td>Surveys

Self-evaluation activities linked to SIP

Leadership logs

Number of evaluations completed

Evidence from learning walks completed by pupil leaders.</td>
<td>E. Kavannagh</td>
<td>Oct 2026 – Dec 2026

Jan 2027 – June 2027</td>
</tr>
</table>

	• Contribute to improvement activities.					

PRIORITY 1.3: CURRICULUM :READING

(St Ninian's is a phase 2 school and this year will be working collaboratively again with St Patrick's and Glenburn)

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,**	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 St Ninian's Primary focussing on building **capacity** and **sustainability**. The **values, vision and aims** of South Ayrshire Reads is consistent and clear to all stakeholders	○ 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.	**Laura Moncrieff**	**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		○ 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**

challenge and adapted teaching for children with additional support needs **To *gather, use and analyse data effectively to drive change and improvement* in children's reading skills, reading confidence and reading attainment**	approach to improvement and embedding practice.				
	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: • 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.		○ Meeting & Discussion with Phase 2 schools to identify new/returning members of staff and their stages ○ Existing members of staff in Phase 2 schools to support, through coaching, modelling and collaborative discussions ○ Fast Track sessions agreed & planned by SAR Team ○ Additional CLPL sessions identified at peer schools	**SAR PTs**	**August 2026**
	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.		○ Additional online sessions planned, created and delivered by SAR Team in response to need ○ Additional sessions will be advertised through the monthly CLPL Bulletin and Reading Leader channel on MS Teams.	**SAR Team**	**June 2027**
	By **June 2027** ALL Phase 2 education staff will have had the opportunity to engage in bespoke high-quality CLPL.		○ 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.	**SAR PTs**	**June 2027**
	By **June 2027**, ALL Phase 2 education staff will have had the opportunity to further develop their practice in collaboration with the SAR Team.		○ Collaboration activities, including workshops and professional discussions as requested	**SAR PTs**	**June 2027**
	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.		○ Reading Leader- Led Workshops focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps. ○ Reading Leader-Led Workshops using HGIOR as a self-evaluation tool.	**HMcB** **Laura . Moncrieff**	**June 2027**
	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.		○ Reading Schools Accreditation ○ Communication Friendly Environments ○ Developing Writing through SAR ○ Giglets Lending Library	**Laura . Moncrieff**	**June 2027**
	By **June 2027** ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.		○ Support for RL, as required, from SAR team for workshop and parent events	**L.aura Moncrieff** **SAR PTs**	**June 2027**

PRIORITY 1.4:CURRICULUM (WRITING)

<table>
<tr><th>Strategic Aims</th><th>Actions</th><th>Intended Impact</th><th>Resources</th><th>Measures</th><th>Key Personel</th><th>Comp. Date</th></tr>
<tr>
<td>To continue to develop and embed consistent pedagogy to support the teaching of writing across the school.</td>
<td>Facilitate professional CLPL in Talk for Writing progression material

Use Talk for Writing Planning and Assessment to support shared standards

The cluster writing group to create a shared teams page where pupils can upload and share work.</td>
<td>Consistent high quality writing lessons throughout the school.

Writing attainment: 25-26 Target

<table>
<tr><td>% secure at Writing 2026</td><td>Target May 2027</td></tr>
<tr><td>P1 63%</td><td>70%</td></tr>
<tr><td>P4 85%</td><td>87%</td></tr>
<tr><td>P7</td><td>87%</td></tr>
</table>
</td>
<td>Talk for Writing Spines

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</td>
<td>

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

</td>
<td>DHT
Amy Tolland/Elise Diamond</td>
<td>June 2026</td>
</tr>
<tr>
<td>To develop confident writers in P1 and 2 who can communicate ideas effectively through high-quality, engaging, and purposeful writing experiences.</td>
<td>Use Talk for writing programme – including story telling and retelling.

Use of visual prompts, role play and drama.

Opportunties to write in a range of play expereinces.

Explicit teaching of ambitious vocabulary.

Identfy and support targeted children quickly.</td>
<td>Improved oral language, fine motor skills, phonological awareness, vocabulary development, and explicit teaching of writing skills.

See above for target.</td>
<td>Nessy
5 minute box
Play experiences
Jolly phonics
Talk 4 writing
High quality texts
Colour semantics
Magnetic lettters/dictation</td>
<td>

Teacher professional judgement.
SNSA data (P1,4,7)
Writing assessments
Class observations (pupils, colleagues and SLT)
Jotter monitoring

Cluster glow teams page for uploaded writing evidence
</td>
<td>HT</td>
<td>May 2026</td>
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</table>

	Daily opportunities to apply phonics knowledge.					
To increase the number of pupils writing for pleasure.	Continue with P5-7 newspaper club and personal journals. Continue with playtime writing club led by P7 pupils. Continue to link with local authors and journalists to inspire and motivate pupils. Photo Friday to continue and to be displayed to allow moderation and skills sharing.	Increased use of figurative and descriptive language to improve quality of writing. Moderation opportunities for staff and pupils		Pupil survey on attitude to writing pre and post. Writing attainment.	Amy Tolland	
All pupils with additional support needs have appropriate ICT skills to allow them to evidence their learning progress.	Complete staff audit on confidence All staff to engage in assistive technology training. Deliver parent/child learning together ICT session.	% of pupils achieving in writing with 1 or more ASN Current stage / May 26 / May 27 Aim P3 60% 70% P4 50% 60% P5 69% 77% P6 58% 75% P7 67% 73%	ICT equipment and resource	Increased attainment across cohort Evidence during learning walks Forward plan evidence CLPL logs	DHT	June 2027

Priority 2: Learning Teaching and Assessment. Assessment						
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						
Aims	**Actions**	**Intended Impact**	**Resources**	**Measures**	**Key Personel**	Completion Date

<table>
<tr>
<td>Staff to continue to use assessment data effectively to evaluate, share and inform learners' progress across all curriculum areas.</td>
<td>Assessment and moderation calendar to be used to plan Tracking & Monitoring Meetings

Assessment table and impact upon learners summary to be completed ahead of tracking and monitoring meetings.

Seesaw to be used to share pupil learning and involve parents in target setting across the curriculum.

Parent assessment workshops to be offered at least once a year.</td>
<td>Timely Interventions

Challenge pupils identified.

<table><tr><td>I understand how my child is assessed</td><td>May 26</td><td>Target May 27</td></tr><tr><td></td><td>93%</td><td>96%</td></tr></table></td>
<td>Cluster Assessment and Moderation Calendar</td>
<td>Teacher professional judgement
Evidence and notes of tracking meetings
Class profiles
SNSA
GL
Fluency and phonics
Reading comprehension (STAR and Reciprocal Reading)
Surveys</td>
<td>DHT</td>
<td>June 2027</td>
</tr>
<tr>
<td>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.

Formative assessment techniques are used to inform professional judgement. improve pacing, provide support and challenge .</td>
<td>Staff plan termly high quality reliable and robust assessments –where pupils skills are assessed in a real life context.</td>
<td>Increased attainment

<table><tr><td></td><td>May 26</td><td>Target May 27</td></tr><tr><td>I feel that my work in school is hard enough.</td><td>All of the time:42%
Some of the time: 49%</td><td>All: 70%</td></tr><tr><td>My child finds their learning hard enough</td><td>88%</td><td>95%</td></tr></table></td>
<td>Class planning

Assessment policy</td>
<td>Assessment Evidence
Variety of assessment materials across the curriculum evident.

Class planning

Assessment</td>
<td>DHT</td>
<td>June 2027</td>
</tr>
<tr>
<td></td><td></td><td></td><td></td><td></td><td></td><td></td>
</tr>
<tr>
<td>Learners will confidently explain their mathematical thinking and compare strategies to deepen understanding.</td>
<td>Staff to build on Building Thinking Classrooms CLPL delivered last year.

Peer Observations

Protected time in WTA for professional reading.

Teaching for Understanding (Maths) project lead to further develop and embed effective approaches to teaching, learning and assessment.

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.</td>
<td>Improved attainment
Improved attitudes to maths

<table><tr><td>% secure at Numeracy 2026</td><td>Target May 2027</td></tr><tr><td>P1 69%</td><td>75%</td></tr><tr><td>P4 85%</td><td>90%</td></tr><tr><td>P7</td><td>87%</td></tr></table></td>
<td>Building Thinking Classrooms.

Education Scotland Numeracy and Mathematics (CIC updates)

Professional reading and research on Thinking Classrooms.</td>
<td>Teacher professional judgement.

SNSA data (P1,4,7)

GL data (P2,3,5 and 6)

Attitudes survey

Class observations (pupils, colleagues and SLT)

Learning walks demonstrate BTC approaches in classrooms

Staff feedback on CLPL and Numeracy</td>
<td>C. Ramsay</td>
<td>June 2027</td>
</tr>
</table>

	Rich play experiences that include real life problems and provocations. All staff to revisit CPA approach.			training/modelling classes.		

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**
To increase effective communication with target groups of parents to ensure they have the opportunity to be fully engaged in the life of the school.	Each class to organise pupils and parent prayer breakfast. Sacramental meeting for parents. Group of P6 and P7 pupils to engage in 6 week block of slow cooker classes. Learning with my child family sessions – focus on Writing in term 1, Numeracy in term 2 and Reading in Term 3. Plan for opportunities for family learning at home that can be shared in school. Set up Seesaw Learning profiles for all children to ensure every child's progress is shared with family.	Parent Survey May 26 / Target May 27 The school plans opportunities for me and my child to learn together: 94% / 95% Improved attainment and outcomes for learners Almost all parents feel more informed about their child's learning.		Attendance at welcome breakfast Parent surveys Parent engagement on seesaw Engagement in family learning tasks.	Jan-June 2027

To refresh and review the school relationships policy which is based on gospel values and promotes human dignity in line with new authority guidance. Pupil group to lead inclusion group to ensure equity and equality throughout the school. Improved attendance, wellbeing and readiness to learn.	Staff, pupils and parents to review relationships policy. Pupil group to lead adaptions to resources, class set up and daily routines to ensure inclusion. P6 pupils to engage in CBA provided by Educational Psychologist. Parental workshop included. Pupil led assemblies to raise awareness of different support needs. Morning wellbeing club to be established to support children who struggle with transitioning to school. Targeted pupils to engage in weekly positive improvement workshops with support and development worker. Other support groups that the school facilitate – ○ Seasons for Growth ○ Self Esteem support group for girls ○ Diary of a Wimpy Kid group Work with Family First Key Support workers to ensure equity and a high attendance.	**Pupil Survey** May 26 / Target May 27 My school helps me respect and understand others: Agree: 94% Don't know: 6% / Agree 100% Staff treats me fairly and with respect.: Agree:93% Don't know 7% / 100% Other children treat me fairly and with respect: Agree 68% Don't know: 25% / 95% **Attendance statistics** 2023 2024: School 94.5; authority 92.9 2024-2025: School 95%; authority 93.7 2025-2026: School 95% 2026-2027 target: School 96%	HT G Mitchell	Improved attendance across identified cohorts Parent Surveys Increased number of children achieving Pope Francis Faith Award + Parish Commendation Attendance at the morning clubs linked to raised attendance in school.	May 2027

Priority 3.2 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**
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.	Senior Leadership Team	December 26	• 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	Leaders from other churches. Transport costs.

	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.	School staff School staff	April 27 June 27	• 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 • 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.	Materials
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	December 26 April 27 June 27	• 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

2026-2027 St Ninian's On Going Whole School Improvements now moved to the Maintenance Agenda.

Maintenance Agenda	Actions	Lead Person
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.	R. Lee
Health and wellbeing	Refresh Zones of Regulation (whole school) and 5 point scale (targeted pupils) Continue Wider Achievement tracker Implement parent and child fitness class	S. Butchart
Clubs and wellbeing groups.	Continued commitment to no cost to the school day.	HT
Tracking and Monitoring	Continue to use assessment calendar and tracker effectively to secure improved outcomes for all learners.	HT and DHT

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

Priority	Staffing costs	Resources/ other
1. To improve attainment, particularly in literacy and numeracy	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. Support and development worker to support woodwork skills and positive contributions to school community. Improving self esteem and readiness to learn.	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