



DIGITAL SCHOOLS
AWARDS SCOTLAND

IMPROVEMENT PLAN: 2026-27

Tarbolton Primary School and Early Years Centre



VISION

We would like all pupils to flourish on their own personal journey through Tarbolton Community Campus, guided by unique opportunities in all areas of the curriculum to become the best that they can be.

Pupils will leave us with confidence in using technology and have a variety of transferable life skills and employability skills equipping them for life in a fast-changing world.

Parents will feel encouraged and supported to fully participate in their child's learning journey. Staff will be supported to reach their full professional potential.

VALUE STATEMENT

At Tarbolton Primary School, we value each other demonstrating **respect, empathy and acceptance**. We celebrate differences and encourage **self-worth, individuality and personal growth**. We encourage children to develop to their **full potential** in all aspects of life. We take pride in our **community**.

AIMS

- Our school is a safe place to grow and learn.
- Pupil, parents and staff work collaboratively to make each child's learning journey a successful one.
- Pupil voice is heard and where appropriate acted upon.
- Teaching is of the highest quality.
- Pupils leave us with confidence in their own abilities recognising their own self-worth.

South Ayrshire Council Plan

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

Children's Services Plan

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

Education Services Priorities

- Included, engaged and involved
- Delivering excellence in learning, teaching and assessment
- Transforming our curriculum
- Towards a self-improving education system

National Improvement Framework Priorities

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

Priority: 1 of 3: RAISING ATTAINMENT IN LITERACY

To raise attainment for all in Literacy and close the attainment gap by improving attainment.

Links to the National Improvement Framework and Educational Services Plan: - Improvement in attainment, particularly in Literacy. - Closing the attainment gap between the most and least disadvantaged children. Links to South Ayrshire Council Plan: - Live, Work. Learn - Spaces and Places				
Links to the South West Educational Improvement Collaborative plan: - Getting It Right for ALL Learners: Assessment & Moderation. - Curriculum Innovation: Curricular Refresh. Links to the United Nations Convention of the Rights of the Child (UNCRC): - Articles: 12, 13, 28, 29				
What Outcomes Do We Want to Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact on Children and Young People? (Include Where Possible Current Measure and Target)
Children will become confident and skilled readers with a lifelong love of reading and the confidence to access all aspects of education, culture and society. (South Ayrshire Reads)	Reading Leader with responsibility for facilitating and leading reading development within our school and EYC.	LM HR, AM,	August 2026 – June 2027	25/26 data shows a combined total of 93% of children attained the expected level in reading at P1, P4 and P7. (P1 - 96%, P4 - 88%, P7 - 96%)
	Reading Schools leader and librarian continue to promote reading and a love of literature across the EYC and school.	Teachers EYP's, SA's, LM	August 2026 – June 2027	✓ Target for 26/27: combined increase of 2% of children achieving expected level in reading.
	Continue to engage with the Reading Schools accreditation programme to continue developing the reading culture, to achieve Gold status.	LM, AM	August 2026 - June 2027	✓ Pupil engagement and enjoyment in Decodable books will increase measured by a positive impact from pre and post surveys and learner's views.
	Plan and deliver family engagement and family learning opportunities with a focus on supporting	LM, AM, Teachers	October 2026 February 2027	

	their child's reading development and reading for enjoyment.			✓ Increase in children achieving 'mastery' highlighted on phonics screener.
To support and develop all whole school and EYC staff to embed best practice through a culture of shared knowledge, collaboration and enquiry (South Ayrshire Reads)	Continue to work collaboratively with our partnership schools to ensure collective efficacy and an established approach to looking outwards through peer learning visits, modelled lessons and professional dialogue. Stage-specific teaching staff, ASFL staff and support assistants to engage in professional learning, building on specific classroom practice and seeing 'learning live' in action.	Teachers across all stages	January 2027 – March 2027	✓ Increase in children in P4 and P7 reading at an appropriately fluent level as evidenced by DIBELS assessments. Target: P4 and P7 – 75%.
	Identified staff at appropriate stages to engage in bespoke CLPL, linked to the Science of Reading.	Teachers, ASFL, SA's	August 2026 – June 2027	✓ 90% or more of our targeted learners achieving CFE levels in literacy at P1, P4, P7
	EYC staff will progress on their SAR journey with a focus on Early Writing Skills	Teachers, ASFL, SA's, EYP's	August 2026 – June 2027	✓ ACEL data for P4 Literacy will increase to reach SAC average or above.
To gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and reading attainment.	Teachers across all stages to engage with implementation of relevant assessments and data analysis to effectively inform planning, identify gaps and inform next steps.	Teachers SLT	Oct 2026, May 2027	✓ Increase in number of children at each stage (P3 and P6) achieving the expected level on GL PTE.
	Teachers to engage in data analysis meetings twice yearly, led by Reading Leader.	Teachers, SA's, EYP's LM	October 2026 February 2027	✓ Continue EYC / P1 transition curriculum tracking using the developmental milestones. Data from Developmental Milestones is reviewed regularly, with gaps identified and actions applied.
To self-evaluate whole school reading practice, driving sustained continuous improvement.	All teachers will engage in 'How Good is Our Reading' self-evaluation framework to evaluate and strengthen embedded reading practice.		October 2026 – June 2027	✓ Increase number of targeted learners achieving Early Level milestones in Literacy.
To create a holistic and coherent reading and writing school planner where themes are	New whole school themes/literacy planner to be implemented, consistent with Early Level planner. Continuing to follow guidance from SAR regarding Language Comprehension sessions.	Teachers, SLT, LM, EYP's		✓ Pupil comments and feedback during focus group is positive by almost all pupils.
				✓ All children are engaged with reading for enjoyment and this is highly promoted across the whole school and EYC.
				✓ Feedback from families is positive on the range of opportunities for them to engage with school to support children with reading and to promote reading for enjoyment at home.

explored in depth, covering multiple curricular areas including different text genres. To promote the implementation of an excellent reading curriculum which prioritises best practice, challenge and adapted teaching for children with additional support needs.	Staff to engage in CLPL linked to support the Science of Reading within dyslexic learners across all stages from P1-P7. Teaching staff to engage in professional learning and make purposeful and consistent use of Giglets, targeting key areas of Literacy development.	Teachers, SLT		√ Achievement of language and communication developmental milestones will increase to 85% of children achieving 8 or more. √ All staff are involved in moderation of learning, teaching and assessment including writing across a level
---	---	--------------------------	--	---

Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment Educational Services Improvement Plan 2023 - 2026

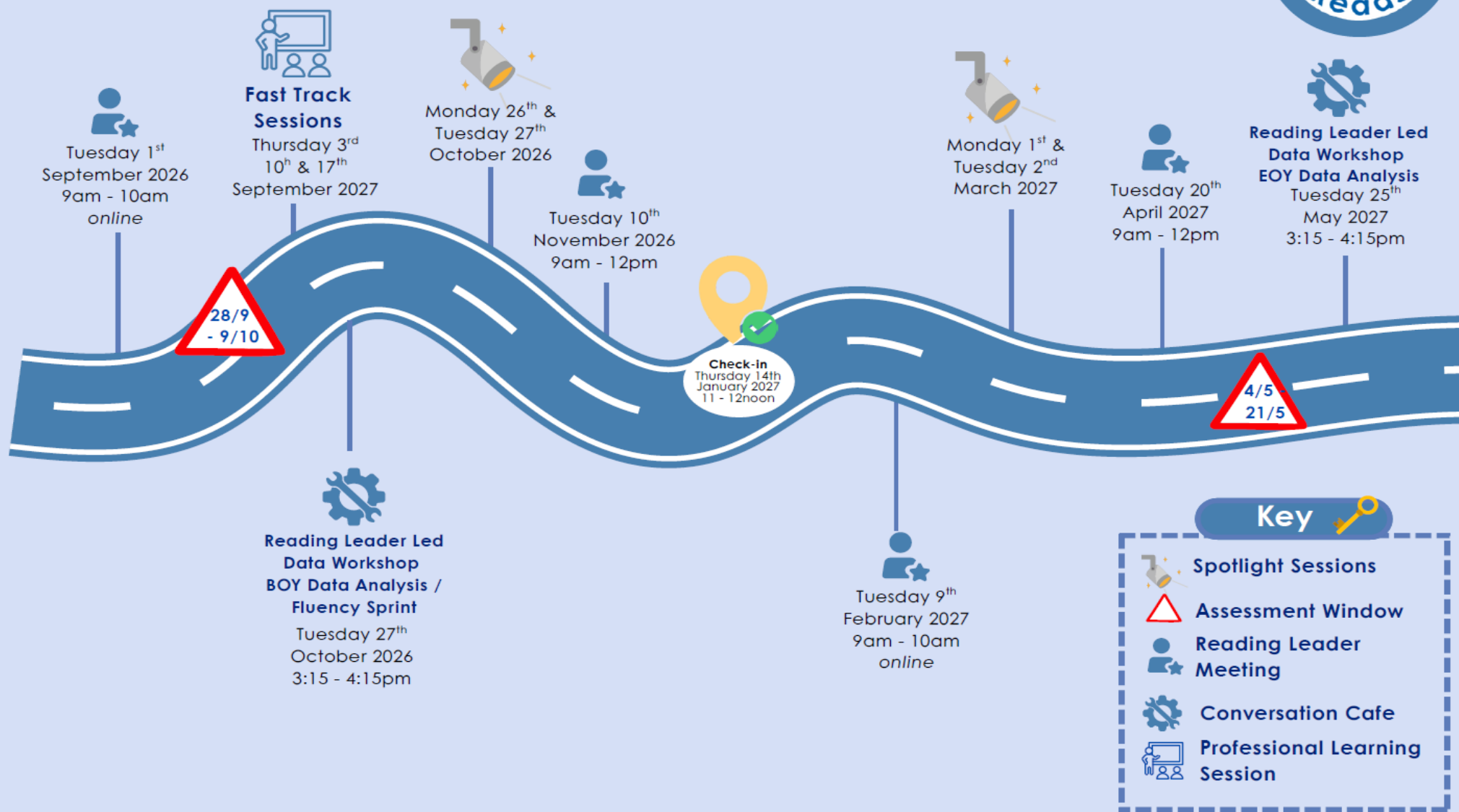
SAR Strategic Plan Priority: To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire [South Ayrshire Reads Strategy Document](#)

PHASE 1 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	By June 2027 , ALL Phase 1 schools will have reviewed the role of their reading leader and, in collaboration with the South Ayrshire Reads team, planned how this role will be used to support reading development over the coming year.	The aims of South Ayrshire Reads continue to be embedded across Phase 1 School Communities focussing on building capacity and sustainability.	- Role of reading leader reviewed at planning meeting. - Reading Leader meeting dates shared and agreed. - Reading leader workshop dates agreed. - RL MS TEAM accessed for updates, relevant information and collaboration.	SAR PTs	June 2027
	By June 2027 , ALL Phase 1 schools will have participated in at least two Reading Leader-led workshops within their own setting, with Reading Leaders taking full responsibility for identifying workshop needs, planning these sessions and leading them to support the ongoing embedding of reading practice.		- All Reading Leaders may attend four sessions (September 2026, November 2026, February 2027, and April 2027) focused on building capacity and providing the knowledge and skills needed to lead impactful change. - All Reading Leaders will plan, create and deliver reading workshops within their own schools - both with staff and with parents -as part of a wider drive to raise attainment in reading.	LW Reading Leader	June 2027
	By June 2027, ALL Phase 1 schools will have had the opportunity to engage in collaborative and responsive CLPL to embed and deepen their work on word recognition and language comprehension, selecting the approaches that best suit their context, through: - Stage-Specific 'Spotlight' sessions 'Learning Live' sessions - Bespoke CLPL/workshops tailored to school-identified needs strengthening collective efficacy, promoting an outward-looking approach to improvement, and embedding high-quality, consistent reading practice.		- Term 2 & 3 'Spotlight' sessions planned and delivered by SAR Team – authority-wide collaborative sessions to share and build on stage-specific classroom practice 'Learning Live' – hybrid model of professional learning and observing learning live in action at peer schools to bridge theory to practice. - SAR Team to deliver responsive bespoke CLPL sessions and workshops as requested, in line with next steps as identified through in-school self-evaluation	SAR PT's	June 2027
To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry To promote the implementation of an excellent reading					

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

Tarbolton Primary School 2026-2027



Priority: 2 of 3: RAISING ATTAINMENT IN NUMERACY

To raise attainment in Numeracy for all pupils and close the attainment gap by improving attainment.

Links to the National Improvement Framework and Educational Services Plan:

- Improvement in attainment, particularly in Literacy.
- Closing the attainment gap between the most and least disadvantaged children.

Links to South Ayrshire Plan:

- Life, Work, Learn
- Spaces and Places

Links to the South West Educational Improvement Collaborative plan:

- Getting It Right for ALL Learners: Assessment & Moderation.
- Curriculum Innovation: Curricular Refresh.

Links to the United Nations Convention of the Rights of the Child (UNCRC):

- Articles: 12, 13, 28, 29

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
Most learners will show continuous and increased enjoyment, engagement and confidence in Numeracy and Mathematics.	Baseline survey focusing on confidence, engagement and enjoyment within 'Building Thinking Classrooms'.	MW Class Teachers	August 2026 – September 2026	✓ Increase in attainment in numeracy with 90% of children achieving their expected level at P1, P4, P7 combined.
	Whole school audit of manipulative resources required to deliver high quality CPA approaches and methodologies.	MW Class Teachers	August 2026 – September 2026	✓ 90% of staff, children and parents' confidence and knowledge will increase in positive attitudes, based on pre and post surveys.
	Post-survey focusing on confidence, engagement and enjoyment within 'building thinking classrooms' to demonstrate positive impact.	MW Class Teachers	May 2027	
Increased consistency of teaching and learning at First Level through CPA approach amongst learners, staff, and pupil partnerships.	Stage-specific teaching staff (first level), ASFL staff and support assistants to engage in professional learning, building on specific 'Building Thinking Classroom' practice and seeing 'learning live' in action.	MW, SM First Level Class Teachers ASFL SA's MW Class Teachers	August 2026 – June 2027	✓ Almost all (91-99%) of First Level pupil reporting greater confidence, engagement and enjoyment in mathematical thinking.
			August 2026 – June 2027	

To support and develop all whole school and EYC staff to embed best practice through a culture of shared knowledge, collaboration and enquiry.	Numeracy Lead to support identified staff at appropriate stages (P1-7) to engage in bespoke CLPL, linked to 'Building Thinking Classrooms'.	MW, Class Teachers	August 2026 – June 2027	✓ 100% of staff will have the opportunity to work alongside other members of staff to observe, model and support each other therefore more consistency at First Level, for the children in their learning.
	Numeracy Lead and SLT will support, observe, and model Numeracy lessons which are impactful and meaningful to increase consistency within the school.	MW, Class Teachers	August 2026 – June 2027	✓ 100% staff will have the opportunity to team teach and be supported by Numeracy Lead and SLT.
	Teachers across First and Second Level will make use of purposeful and contextualised questions to support teaching and learning through CPA and relationship approaches.	MW, SM, EYP'S, SA's, Class Teachers	August 2026 – June 2027	✓ Increased level of attainment (+90%) on P1, P4, P7 combined in Numeracy ACEL data, using criteria for assessment to inform levels.
	Teachers across First and Second Level will gain access to exemplar lessons available on staff teams to plan and provide for high-quality teaching and learning.	Parents MW, SM, Class Teachers	August 2026 – June 2027	✓ Increased knowledge for all teaching staff (P1-7) on individual children's holistic numerical understanding.
	Working Party and whole school staff including Early Years, will continue to work alongside Numeracy Development Officer to ensure continuity in being able to build and consolidate their knowledge.	Class Teachers, MW, SM	August 2026 – June 2027	✓ Increase in engagement and participation within First Level 'Building Thinking Classroom' lessons.
	Empowering second level pupils to become 'leaders of learning' through establishing a Numeracy pupil led group, supporting early and first level learners.	Class Teachers, MW,	October 2026, February 2027, May 2027	✓ Increase confidence of children as they will achieve success through variety of strategies across First and Second Level.
	Class teachers will engage in high quality CLPL on the assessment tracking document and effective use of the trackers during moderation activities.	Class Teachers, MW		✓ Increased attainment as lessons will be tailored and specific to children's area of development and pitched at the right level.

All staff will make purposeful and consistent use of the assessment tracking sheet and rich data to effectively assess a variety of numeracy criteria. Embed high quality Numeracy moderation to improve assessment accuracy, agreed consistency and improved learner outcomes. All parents will have the opportunity to continue to further their own knowledge and understanding of 'Building Mathematical Thinkers'.	Staff will use the relationship tracker to effectively track consistent coverage across Numeracy.	Class Teachers, MW SM	October 2026 – June 2027	✓ More specific, targeted next steps for learners will be identified leading to personalised support and challenge.
	Teaching staff will moderate twice per session within their levels, scrutinising different assessments and tracking processes, to ensure consistency, identifying gaps and next steps.		October 2026 – March 2027	✓ Early identification of learning needs leading to raised attainment.
	Teaching staff will identify targeted children which they will moderate twice throughout the session to measure impact.		October 2026 – March 2027	✓ Meaningful feedback which allows the learners to experience success and understand their next steps.
	Moderation sessions will take place bi-annually with set criteria and expectations, ensuring staff know exactly what is expected.		August 2026 – June 2027	
	Teaching staff will be provided with rich opportunities to moderate with Numeracy Development Officer, increasing confidence in high quality and consistent moderation activities.	Parents, MW, SM, Pupils	October 2026 & February 2027	✓ Learners will feel supported at home with parents, ensuring consistency in CPA approaches and methodologies.
	Parent workshops will be offered and encouraged to parents to build up their knowledge and confidence to best support their child at home. Parents will be offered to partake in lessons with their children on a CPA approach. Families will experience a 'real-life thinking lesson' and 'thinking classroom' with their child. Family views will be gathered through post session evaluations.		February & March 2027	✓ Through maths challenges, learners will experience success alongside their families leading to increased self-confidence and motivation amongst pupils.

Priority: 3 of 3:

EMBEDDING REFRESHED SCHOOL VALUES 2026-2027: To refresh and embed our school values across learning, behaviour, relationships and school culture so that they are understood, modelled and demonstrated consistently by all members of the school community.

Links to the National Improvement Framework and Educational Services Plan:

- 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

Links to South Ayrshire Plan:

- Live, Work, Learn
- Spaces and Places

Links to the South West Educational Improvement Collaborative plan:

- Equity and Equality for All: Understanding Poverty
- Equity and Equality for All: Getting it right for every child, The Promise, UNCRC

Links to the United Nations Convention of the Rights of the Child (UNCRC):

- Articles: 12, 13, 28, 29

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<u>Stakeholder Consultation</u> All stakeholders (staff, pupils, parents) will engage in consultation and discussions in co-creating school's vision and values. <u>Shared Understanding of Values</u> All stakeholders have a clear and consistent understanding of the refreshed values.	• Stakeholder Focus Groups (staff, pupils, parents) to conduct consultation sessions to define new values, ensuring community ownership, linked to UNCRC. • Launch refreshed values through assemblies and class discussions. Launch each new value with a dedicated assembly, involving pupil leaders and linking to children's rights.	SLT, Whole School Staff, Pupils, Parents SLT, Teachers, EYP's	August – October 2026 October – December 2026	• Staff, pupil and parent feedback • Baseline survey questionnaire for all stakeholders • Pupil voice evidence • Assembly plans, pupil feedback • Displays, pupil voice evidence • Learning visits, staff feedback • Updated vision statement

<u>Embedding Values in Learning and Teaching</u> School values are explicitly linked to learning, behaviour and achievement including attendance (IEI: Part 1 SIP) <u>Positive Relationships and Behaviour</u> School values underpin behaviour expectations and relationships.	• Visibility Initiative: update school branding, signage and website to reflect new values. • Reward system update – align positive behaviour system to recognise pupil actions that embody the new values. • Create pupil-friendly definitions and examples. • Consistent use of value-based language in staff across whole school. • Staff continuous professional learning on values-based practice. • Introduce ‘Values in Action’ moments in lessons.	SLT, pupils SLT, Teachers, EYP’s, SA’s Pupils, SLT Teachers, SLT	October 2026 Ongoing October – December 2026 January 2027 – June 2027	• Staff evaluations • Planning samples • Learning walk evidence • Certificates, displays • Updated policy • Behaviour logs • Behaviour data • Awards, assemblies
	• Celebrate values through pupil achievement. • Review behaviour policy to align with values. • Use restorative conversations using values language.	SLT, Teachers, Pupils	Ongoing Ongoing January 2027 Ongoing	• Newsletter, website • Event feedback • Survey responses • Pupils can clearly explain the school values and give examples of how they can demonstrate them • Reduction in behaviour incidents • Stronger shared language around expectations and values-based language consistently used by staff and pupils
	• Track behaviour incidents for patterns and improvement. • Communicate refreshed values to families. • Include values in school events and communications. • Invite family input on how values are lived at home. • Learning walks focused on values in action (outlined in QA Calendar). • Pupil focus groups and surveys. • Development of refreshed positive relationships policy in collaboration with pupils.	SLT, Teachers, Parents SLT, Teachers, Pupils	January 2027 Ongoing January – June 2027 Ongoing March 2027	

<u>Family and Community Engagement</u> Families feel connected to and supportive of the school's values.	• Behaviour and attendance data analysis. • Staff and parent feedback. • Values are visible in classrooms, policies and daily practice.	SLT, Teachers, Pupils, Parents	March – May 2027 May 2027	• Increased sense of belonging across the school community with families and partners recognising and supporting the school's values
--	---	---------------------------------------	---	--



Maintenance Agenda 2026/27

Learning and Teaching	Raising Attainment	Assessment and Achievement	Self-Evaluation	Cluster
ASN – Supporting needs of all pupils with barriers to learning AifL Strategies Play-based learning – P1 – P3 Dyslexia and Inclusive Practice SAR Literacy – Year 4 Continue with CPA approaches and Big Maths	1+2 Languages Literacy, Numeracy, Health and Wellbeing Use of data for tracking pupil attainment and interventions Talk for Writing & Pilot school for CYPIC Writing (Jan-June) Embedding SAR approaches across P1-7 in word recognition, fluency and language comprehension Embedding CPA approaches across P1-7 and 'Building Thinking Classrooms'	Staged Intervention – setting, recording and evaluating targets Peer / Self-Assessment Assessment and Moderation within Quality Assurance Calendar Eco Schools Award RRS Gold Award Communication Friendly Level 1 Badge Dyslexia and Inclusive Practice Award Digital Schools Award The Promise	HGIOS4 HIGOELCC HGIOURS Continuous review of learning, teaching and assessment policy Sharing good practice in-school with colleagues Moderation activities – both in-school and partnership schools Self-Evaluation using HGIOS4 and HGOELCC Partnership working with other schools – paired observations	Transition programme Moderation activities

South Ayrshire Service Plan Priority

Priority: Improving Our Curriculum

ALL SOUTH AYRSHIRE SCHOOLS 2025-2026

Aims	Actions	Intended Impact	Resources	Measures	Completion Date
<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	August 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. - School leadership team will receive regular CIC information via director's education update.	<i>Staff will feel supported during the early stages of transition.</i> <i>Staff feel well informed and confident in discussing curriculum changes with colleagues, learners and families.</i> <i>Parents and stakeholders will better understand Scotland's curriculum and the future changes.</i>	Central digital padlet Exemplars and professional learning materials Schools preferred media platforms	Analytics from shared online space (comments, resources, access to the toolkit and materials)	June 2027 May 2027 December 2026 June 2027

	- All Head Teachers will attend two authority HT Curriculum Conferences.				
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 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

South Ayrshire Service Plan Priority

Priority: Included, Engaged and Involved 1

ALL SOUTH AYRSHIRE SCHOOLS 2025-2026

Strategic Aim: Embed a whole-school culture where attendance is a core driver of wellbeing, safeguarding and attainment.

Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Evaluation
Share a strategic attendance message termly	Consistent understanding of expectations	Leadership time	Attendance trends	Headteacher	September / October 2026 - ongoing	
Refresh and publish Attendance Policy to include EWO flowchart and Attendance Flowchart including walking bus	Improved relationships	Policy review	Pupil and Parent feedback	Educational Welfare Officer		
Embed relational practice (termly)	Attendance embedded in inclusion and safeguarding culture	Professional Learning	Policy review	SLT		
		Attendance Management Guidance	Staff feedback re attendance links to wellbeing, safeguarding and attainment	Inclusion Co-ordinator		
		Gaining views of the child toolkit		Educational Psychologist		

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

Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Evaluation
Daily and monthly attendance meetings (pupil voice on agenda/minutes)	Earlier support and reduced persistent absence	Attendance systems in school	Reduction in pupils under 90%	SLT	March 2027	
Early-warning thresholds – Letter 1, appointments – letter 2 etc contained in spreadsheet		Staff training	Logged early interventions	Education Welfare Officer		
Monitor and track engagement: Clear escalation routes focused on support – individual meetings/actions logged		Meeting time	Pre/Post baseline results from pupils (pupil voice)	Sports Development Assistant (walking bus)		

Strategic Aim: Build strong, trust-based partnerships with families.						
Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Evaluation
Solution-focused communication Early-stage meetings (pupil voice noted on agenda/meetings) Practical family supports e.g. walking bus, financial and hardship supports	Improved parental engagement and faster resolution of concerns Stronger consideration of GIRFEC and holistic view of the child / family	Family First Team Education Welfare Officer Training to be delivered on 'Solution Oriented Practices' and meetings	Parent Feedback Improved attendance following meetings Pupil and staff feedback throughout engagement	EWO & SLT Sports Development Assistant Family First Team	December 2026 / January 2027	

Strategic Aim: Provide targeted, rights-based support for vulnerable learners.						
Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Evaluation
Audit, track and monitor vulnerable cohorts (pupil voice through 'fishbone') Strengthen staged intervention e.g. SMART targets, review frequency, child voice Assign trusted adults	Improved attendance and belonging for vulnerable pupils	Attendance Management Guidance Belonging Scale (3xyear) Aug/Nov/Feb	Cohort attendance data Pupil voice e.g. fishbone Belonging Scale (adapted to suit own context) Feedback from families	EWO SLT Class Teacher/ Support Staff / ASFL staf Educational Psychologist	June 2026	

Strategic Aim: Remove curriculum-related barriers and improve re-engagement pathways.						
Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Evaluation
Personalised learning plans – share targets on planning, review to include pupil voice	Increased engagement and sustained attendance	Alternative pathway provision	Engagement and attendance data Feedback from pupils and families	SLT Educational Psychology	SLT Educational Psychology	

Strategic Aim: Ensure consistent, safeguarding-focused absence management.						
Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Evaluation
Strengthen first-day contact – whole school assemblies, walking bus Absence follow up procedures entered in pastoral notes in SEEMIS	Improved safeguarding oversight and consistency	Pastoral updates Admin support	Safeguarding audits Feedback from pupils and families	EWO Sports Development Assistant Headteacher / DHT	August 2026 - ongoing	

Strategic Aim: Strengthen governance of reduced learning hours.						
Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Evaluation
QIM/QIO approval of reduced hours Enhanced safeguards	Fewer, time-limited reduced-hours arrangements	Leadership oversight	Reduced-hours data Retintegration outcomes Feedback from young person and families on understanding and duration	Headteacher SLT EWO QIM/QIO'S Inclusion Team	January 2027	

Strategic Aim: Secure sustained improvement through leadership accountability and evaluation.						
Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Evaluation
Termly attendance reports Pupil improvement and action plans (pupils involved in this) Professional learning for senior and middle leaders Standards and Quality reports – pupil involvement in this evident) Celebrate progress	Sustained improvement and scrutiny of positive outcomes	Leadership time Professional learning Reporting tools	Year-on-year attendance data Monthly attendance data Class of the Month data PEF attendance data Walking bus data	Headteacher SLT EWO & SDA Whole school staff	August 2026 - ongoing	