



**Education Resources**  
**Curriculum and Quality Improvement Service**  
**School Improvement Plan and Standards and Quality 2024/25**

***Carmichael Primary School***

**Strategic Improvement Priorities over 3 year cycle      Timescale: 2023-2026**

Strategic Priority	Year 1	Year 2	Year 3
1.	Revising our school vision, values and aims with our school community and partners.	Increase attainment in writing.	Audit and extension of numeracy and mathematics programmes with a focus on application of mathematical skills.
2.	Extending the opportunities for pupil participation through the use of HGIOURS and participating in the Young Leaders of Learning programme.	Improve/embed approaches to nurture and trauma informed practice.	Supporting parental engagement and family learning through a variety of approaches including in-person sessions and use of ICT.
3.	Development of play pedagogy in our infant class linking to South Lanarkshire's Skills Framework.	Improve digital literacy across our school community.	Revision of school approach to modern languages.
4.		Implement the Circle Framework for Inclusion across school.	

**Context of school**

Carmichael Primary School is a small school in a very rural area of Clydesdale in South Lanarkshire. The current roll is 36 pupils over 2 classes. In the local area there is a mixture of privately-owned housing, social housing and farms as well as a village hall and a church. Both the church and village hall are under threat and the community is working hard to maintain or take them over. There is no public transport available for the village of Carmichael. The new school building was opened in 2010 and provides an excellent, modern environment in which our children can learn and achieve.

In Carmichael Primary School our vision is to create a safe and nurturing environment which encourages independence and resilience, inspiring pupils to reach their full potential. Our school values are kindness, resilience, confidence, creativity and respect, we aim to promote these throughout our school community and the curriculum. Our school motto 'Shine Brightly' was devised by the children and selected by all stakeholders as a mantra for our school.

Our role remains steady with a healthy intake of P1 pupils over the last few sessions. The projected role for session 2024/2025 is 36 children. We have a small number of pupils who are SIMD 1&2 or FME.

We have an active and engaged Parent Council who play an integral role in school life. They support our aim to limit the cost of the school day by securing funding through grants and fundraising.

Our Principal Teacher is midway through a two-year career break, an acting Principal teacher has been appointed from our partner school who was already familiar with the school and staff.

We are part of the Lanark Learning Community and continue to share good practice with colleagues across the learning community. This year we continued our Learning Community aligned CAT sessions focusing on practitioner enquiry. The aligned CAT sessions were welcomed by all staff and evaluated very positively.

We work closely with Lanark Grammar on their extensive P7-S1 transition programme, and also with Blggar High as a number of our pupils often attend. Carmichael Primary has also strengthened the working relationship with our partner school, Braehead Primary.

## Strategic Priority 1 for 2024/2025 - Increase attainment in writing

Progress and Impact	Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda
<p><b>Attainment Data</b></p> <p>Attainment in writing is generally good, assessment information indicates that we currently sit above the Scottish and South Lanarkshire achievement levels, however, our attainment figures can vary widely due to the small numbers in each cohort. Since introducing the programme across both schools at Easter, staff have noticed a marked increase in engagement and pupil pride in the pieces of writing that they are producing.</p>	<p><i>Use cohort and individual tracking for groups or pupils who are not on track.</i></p>
<p><b>Staff CLPL</b></p> <p>Our literacy co-ordinator for both schools researched Writing Revolution and Stephen Graham resources and distributed to staff. Literacy co-ordinator also attended 5 on-line sessions with Stephen Graham and observed him modelling teaching of writing in Hunter Primary. Staff all attended at least one of the on-line sessions. Following the on-line sessions our literacy co-ordinator delivered a CAT session to summarise the on-line Stephen Graham sessions and ensure staff had all appropriate resources and to address any questions or gaps. As a result of this all staff felt confident and excited to start delivering writing lessons using this approach.</p> <p>Staff also discovered the work going on at North Berwick Achieves who have developed a range of resources to support the teaching of PM writing and are adapting for our context.</p> <p>Lit co-ordinator was invited to be in writing focus group but decided to focus on developments in own schools and link in with Development Officers</p>	<p><i>Moderation sessions planned to focus on writing</i></p> <p><i>On-going liaison with Glengowan Primary.</i></p> <p><i>Investigate formal link with North Berwick Achieves.</i></p> <p><i>Lit co-ord to link with writing focus group through development officer.</i></p>
<p><b>Structured Approach to PM Writing Programme.</b></p> <p>Staff have enjoyed the Stephen Graham CPD sessions and agreed a structured approach to introducing the different styles of writing over the next two years. Moderation dates have been agreed for this session and Rigside and Leadhills primaries have been invited to join us. Teachers have noticed a huge improvement in engagement with writing since using the PM writing approach. Using AIFL approaches children are clearly enjoying writing activities and are proud of the progress that they can see they have made.</p>	<p><i>Staff to roll out planned writing programme</i></p> <p><i>Liaise with Rigside and Leadhills Primaries</i></p>

<p>We have not yet shared PM writing with parents, staff feel they want to cover more of the styles of writing before sharing with families, this will be carried on to next year's SQIP.</p> <p><b>Handwriting Programme</b></p> <p>Pupils have been working on handwriting skills as part of discrete handwriting lessons as a means to improve focus and concentration as well as fine motor skills. Lessons are linked to phonemes and spelling words rather than a commercial handwriting programme. There has been an improvement in letter formation when writing but this does not always transfer to other areas of the curriculum, however in most instances engagement and content are preferable to beautifully neat writing.</p> <p><b>Audit of Reading Resources</b></p> <p>Having liaised with Glengowan Pr, our literacy co-ordinator led the organisation of an audit across both schools for all p1-3 home reading books. This will underpin our future spelling and phonics programme ensuring that home readers match and consolidate phonics and spelling being taught. The audit has been completed, staff have identified gaps and are getting books ordered. These will be shared across the two schools to maximise resources.</p> <p><b>NELI</b></p> <p>Staff attended the NELI training sessions and completed the screener with pupils. Only one of our current pupils were flagged up as requiring NELI. This pupil has complex learning difficulties and is working on the pre-early milestones for learners. Engagement with literacy activities is challenging but NELI approaches are being used as part of his individualised programme where possible and appropriate. It is difficult to implement NELI as intended because of staffing limitations. If future pupils would benefit from NELI we will adapt the programme.</p>	<p><i>Share new writing programme with parents</i></p> <p><i>New reading books purchased and shared across two schools for Early level.</i></p> <p><i>Obtain funding to supplement first level reading programme.</i></p>
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## Strategic Priority 2 for 2024/2025 - Improve/embed approaches to nurture and trauma informed practice

Progress and Impact	Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda
<p><b>Glasgow Motivational and Wellbeing Profile (GMWP)</b></p> <p>The Glasgow Motivational and Wellbeing Profile was carried out with all pupils twice across the session. Pupils who are showing concerns have follow up discussions with SLT. These discussions have become important because they allow an open and more meaningful conversation around issues for the young person, sometimes issues are resolved, sometimes the dialogue in itself is enough to ensure the young person feels listened to. Analysis of data suggested links between low scores and questionnaires being completed very quickly and also the impact of mood. An additional question has been included to ask the children how they are feeling at that time before they complete it. Assessments have occasionally been redone at a different time or with a different person and given very different results. Staff feel it is a very valuable tool but that data must be put in context, it has also made us aware of concerns in our quieter, higher achieving pupils who rarely complain, it gives them a structured opportunity to express their feelings.</p>	<p><i>Continue with GMWP but ensure that it is interpreted within a broader context and that staff are aware of factors that can influence results.</i></p>
<p><b>Achievement Tracker</b></p> <p>Achievement tracker has been introduced with a view to track engagement and achievement over time, most children attend school clubs and or clubs in their communities, the small number who don't have additional support needs and find the demands of school are enough at this time but parents will periodically try new activities.</p>	<p><i>Continue with tracker and use to monitor engagement and achievement at home and in school.</i></p>
<p><b>Emotional Check-ins</b></p> <p>We did not manage to introduce a structured emotional check in this session but this is something that we will look at next session.</p>	<p><i>Further develop check-ins with younger pupils and also use this as assessment data to ensure understanding of emotions linking to Emotion works and other HWB programmes.</i></p>
<p><b>Relationship Policy</b></p> <p>Relationship policy was completed and shared with Parent council, rest and reflection sheets introduced and scripted phrases shared with staff. Relationships are generally good throughout the school but staff report having the reflection sheet acts as a good structure for restorative discussions which is now used consistently by staff.</p>	<p><i>Relationship policy to be updated regularly</i></p>
<p><b>Rights Respecting Schools / Making Rights Real</b></p>	

<p>We had achieved our silver Rights Respecting Schools Award and were starting on our journey to Gold status, however, with the relaunch of Making Rights Real we have made the decision to transfer to Making Rights Real, this will involve consideration of our current evidence and how it can transfer to the MRR programme next session.</p> <p><b>Staff Training</b></p> <p>Staff have attended a range of training this session to support the wellbeing of our pupils, CAT and In-set sessions on The Attachment Informed and Trauma Sensitive accreditation, The Circle Framework, Understanding Distressed Behaviour, and Emotion Coaching. Staff report that they feel reassured by the approaches that we already use in our school and have more confidence in their actions since attending training courses.</p> <p><b>Attachment Informed &amp; Trauma Sensitive Accreditation</b></p> <p>We have made excellent progress with our attachment informed and trauma sensitive accreditation journey and have now overtaken three of the six pledges; Act to make a difference, Hear their voice, and See the whole person.</p> <p><b>Inclusion Week</b></p> <p>As part of our diversity programme we planned an inclusion week focusing on disability and additional support needs. This involved activities to improve understanding and empathy and a range of visitors throughout the week talking about things that they found difficult, but how they overcame them and how friends can help.</p> <p>There was a significant positive impact from Inclusion week. Some pupils demonstrated a depth of understanding and recognition of their own difficulties and identified positive role models in our visitors. Staff and pupils recognised that they had a much greater insight into the world from the perspective of someone who finds social interaction challenging or issues for someone with impaired mobility in everyday situations.</p> <p><b>Parental Showcase</b></p> <p>Pupils delivered a showcase for parents to attend and take part in some of the challenging activities they had worked on in class to share their learning with their parents and carers and to increase awareness and understanding of diversity in our communities. The event was very positively evaluated by parents on our comment wall.</p> <p><b>P7 Wellbeing Group and Affirmation Cards</b></p>	<p><i>Making Rights Real programme will go on to maintenance agenda next session.</i></p> <p><i>Continue with attachment informed and trauma sensitive accreditation programme - maintenance agenda next session</i></p> <p><i>Inclusion week will be re-visited as part of our diversity programme and will be referred to as appropriate within our school community.</i></p>
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<p>Our P7 girls were involved in a transition group run by a parent who has delivered yoga sessions in school but wanted to focus on resilience at the transition to secondary. The p7 group in Carmichael was only girls, so it had a girl focus, we also invited the P7 girls from Braehead, girls from both schools enjoyed the opportunity to work together and produced a set of Confidence Cards which the parent has had published via a community council grant. These cards have been shared with educational psychology and Lanark Grammar and will be shared with other local schools.</p>	<p><i>Introduce a similar group with a focus for our boys next year.</i></p>
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### Strategic Priority 3 for 2024/2025 - Improve digital literacy across our school community

Progress and Impact	Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda
<p><b>Staff Audit</b></p> <p>Staff completed a Google form created by ICT co-ordinators, to indicate their experience and confidence using key digital resources. This information was collated and a list of video links, online tutorials, staff learning centre resources and information was compiled for staff to prioritise their own digital CLPL needs. Some of the topics covered were; Excel, Google classroom, AI and Thinglinks.</p>	
<p><b>Staff Training</b></p> <p>Our ICT co-ordinators delivered direct training on use of different drives, new online planning format, and AI to compliment the list of training resources provided. Staff attended on-line training on adobe express and had a digital in-set day where they had time to learn and explore resources that were a priority for them. Staff also had training on Read&amp;Write from our specialist support team and support staff attended Read&amp;Write training at Lanark Grammar.</p>	<p><i>Embed training and follow up with an evaluation to ensure it is being used consistently.</i></p>
<p><b>Staff Confidence</b></p>	

<p>All staff, including support staff, report increased confidence in accessing and using a range of digital resources to support high quality learning and teaching. There has already been an increase in the use of digital technology in classrooms and a subsequent increase in the digital skills of our young people.</p> <p><b>ICT Teaching Programme</b></p> <p>ICT co-ordinators led a CAT session focusing on the South Lanarkshire ICT planners and staff had an opportunity to discuss and explore. Some staff have started using them and have found them very useful. Next year we have agreed that we will implement the planners fully. Audit of ICT resources has not yet been undertaken and will be carried forward into 25-26 SQIP.</p> <p><b>Support for Parents</b></p> <p>We started the session by making the move to Google Classroom for homework, staff prepared an online training video for parents and were on hand for drop-in sessions to help with specific queries or problems. Most children are accessing Google classroom at home, we took steps to ensure there were no equity reasons for families who are not engaging with Google classroom and have ensured there are alternatives available.</p> <p>Staff developed a range of Padlets focusing on Literacy, Numeracy, HWB and Digital literacy. These are available on the school website and are available to all. There has been limited engagement with these resources which was evidenced in the google form evaluation.</p> <p><b>Impact on pupils</b></p> <p>Pupils have also shown an increase in confidence in their ICT skills, particularly in relation to coding. We ran an after-school coding club and pupils and parents have requested that it is run again soon. Pupils will choose to use scratch/coding resources and more recently enjoy using adobe express for their own projects. Pupils filmed and edited their own transition video for our new pupils starting in August and have enjoyed using ICT for learning tasks such as developing their own websites and animations.</p> <p><b>Joint Schools Digital Day</b></p> <p>In March ICT co-ordinators organised a digital day bringing together pupils from Braehead and Carmichael to explore a range of interactive digital activities such as coding, AI, and Indy. The digital day was evaluated very highly by most pupils.</p>	<p><i>All staff to use ICT planners next year</i></p> <p><i>Updated audit of ICT equipment</i></p> <p><i>Develop parental showcase/ curriculum session next session.</i></p> <p><i>On-going focus on internet safety</i></p>
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<p><b>Internet safety</b></p> <p>There has been a strong emphasis on internet safety throughout all digital activities. Pupils participated in internet safety week and our digital ambassadors linked with other small schools to share posters, videos and animations about the importance of internet safety. Through discussions with pupils during assemblies and lessons it is clear that they have a sound knowledge of the importance of internet safety. Community police attended the school to underline the importance of internet safety and was very impressed by the knowledge of our p4-7 group.</p> <p>We had a range of resources available for parents to look at and discuss during parents night and our PT/ICT co-ordinator had some very valuable discussions with parents about internet safety in the home, offering advice and assistance where appropriate.</p> <p><b>Digital Schools Award</b></p> <p>All of the above have been compiled and evidenced to achieve our digital schools award, we have an assessment date in June.</p>	<p><i>Investigate possibility of <b>Digital Wellbeing award</b>.</i></p>
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## Strategic Priority 4 for 2024/2025 - Implement the Circle Framework for Inclusion across school

<u>Progress and Impact</u>	Next Steps
<p>Through effective collaboration and a shared commitment to inclusion, Lanark Learning Community has successfully implemented the joint approach to supporting learners' social, emotional, and behavioural needs, by engaging with the Circle Framework. Staff have enhanced their understanding of what makes an inclusive classroom and have had the opportunity to share good practice with colleagues across the LLC, helping to identify clear, practical next steps to adapt their environments.</p> <p>Across the Learning Community, staff have used The Circle Audit Tool to reflect on their practice, identifying meaningful adaptations where necessary, and implementing any changes designed to positively impact learner wellbeing, motivation, and engagement.</p>	<p>Moderation is central to building shared understanding, improving professional judgement, and raising attainment through collective responsibility.</p> <p>We have therefore decided to enhance professional collaboration across the Learning Community by prioritising moderation activities across stages, levels, establishments, and sectors. These will focus on shared priorities—Numeracy, Science, Digital Technologies, and Writing—while supporting consistency in Learning,</p>

Teaching, and Assessment. Particular attention will be given to learners who are 'close' to achieving expected levels, ensuring equity strategies are effectively targeted.