



**Education Resources
Curriculum and Quality Improvement Service
School Improvement Plan and Standards and Quality 2025/26
*Carmichael primary School***

Strategic Improvement Priorities Plan 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.	Embed new writing programme across all stages
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.	Develop interdisciplinary Learning through enquiry approaches and innovative curriculum design. (SLC offer)
3.	Development of play pedagogy in our infant class linking to South Lanarkshire's Skills Framework.	Improve digital literacy across our school community.	Further extend digital skills across our school community and evaluate use of South Lanarkshire ICT planners.
4.		Implement the Circle Framework for Inclusion across school.	

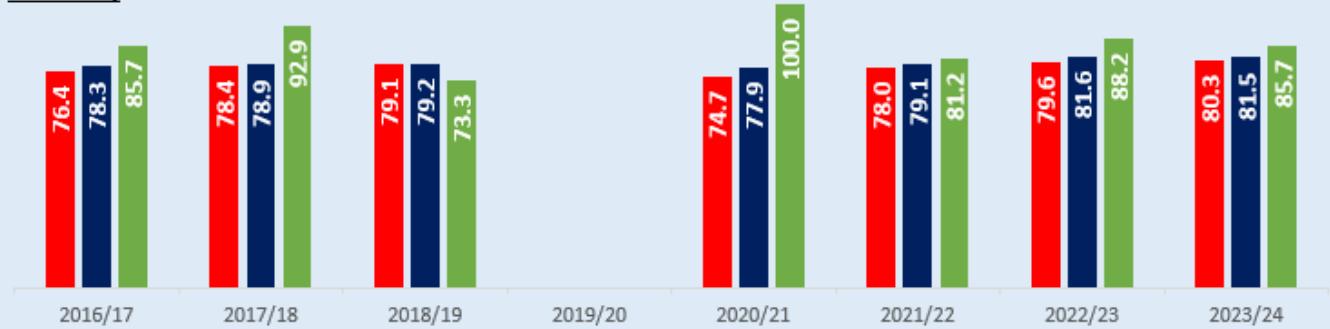
Excellence Over Time Charts

Stage: P147

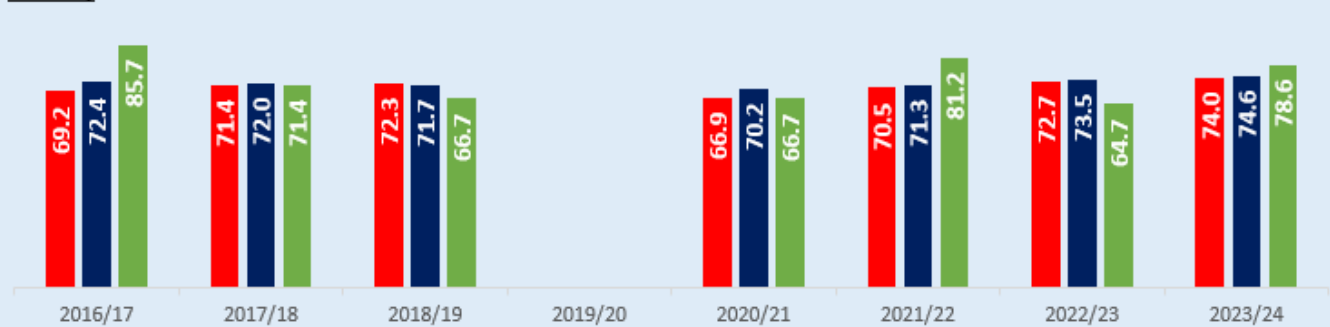
2016/17 - 2023/24

Scotland South Lanarkshire Council School

Numeracy



Literacy



Performance Data (Literacy and Numeracy Stage 147) - Equity (Local) Over Time Charts

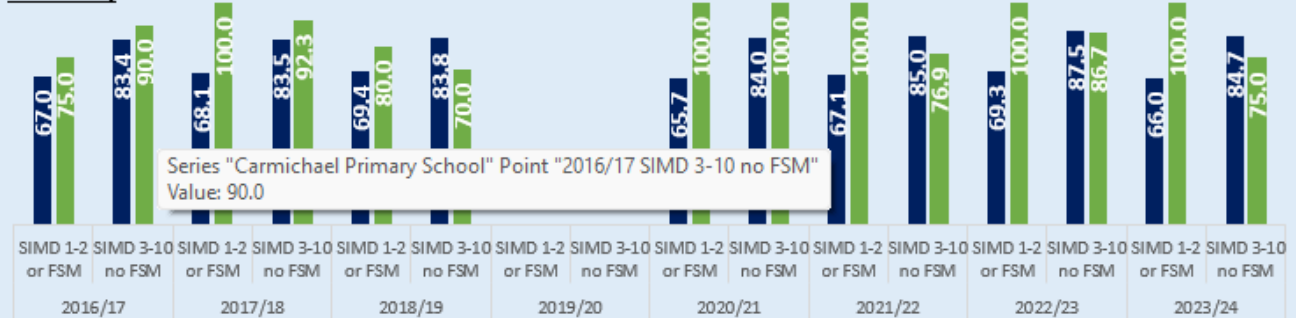
Equity (Local) Over Time Charts

Stage: P147

2016/17 - 2023/24

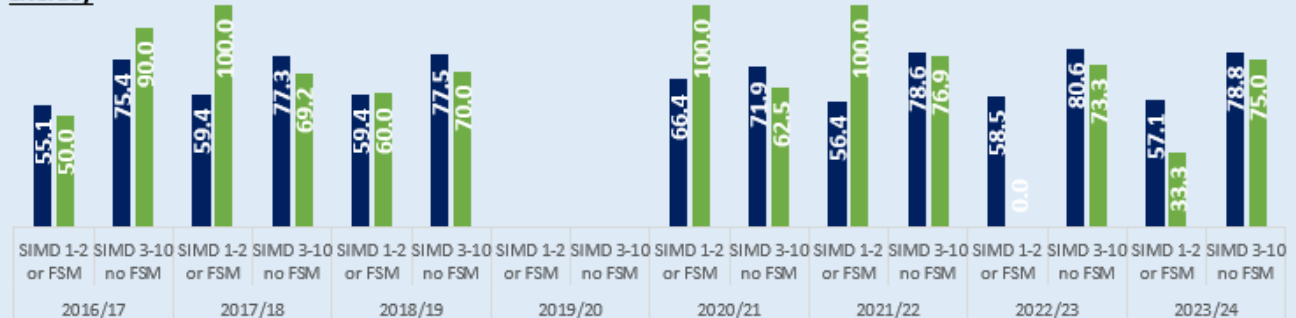
South Lanarkshire Council School

Numeracy



Series "Carmichael Primary School" Point "2016/17 SIMD 3-10 no FSM"
Value: 90.0

Literacy



Context of school

Carmichael Primary School is a small school in a very rural area of Clydesdale in South Lanarkshire. The current roll is 31 pupils over 2 classes. 23% of our pupils are in SIMD 1 or 2 or are entitled to free school meals. 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.

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 use of the Circle Framework to support inclusive practice and ensure the best learning environments for all our pupils. We work closely with our partner school, Braehead Primary and Lanark Grammar.

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.

We have a very supportive Parent Council who play an integral role in school life. They support the school financially through fund raising and securing grants. All school activities are well supported by our family and community. As a small rural school we strive to find links within our community and make the best use of our local resources such as Carmichael Estate, Active Schools, the Young Farmers and RHET.

We are very proud of our five Eco flags showing our on-going commitment to sustainability and our environment. We are also a Gold Reading School and were recently awarded our Digital Schools Award.

Improvement Planning and Standards and Quality Reporting for 2025/2026

Priority 1 Increase attainment in writing_____

<u>NIF Priority (select from drop down menus)</u> Improvement in achievement, particularly in literacy and numeracy. <u>NIF Outcome</u> Inclusive and relevant curriculum and assessment Staff and SLT driving excellent LTA skills, esp. for learners with ASN	<u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Choose an item.	<u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined Choose an item.	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 3.2 Raising attainment and achievement Choose an item. <u>HGIOELC QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
Last year we focused on developing an improved writing programme based on Stephen Graham's PM writing. Staff have found CLPL sessions very useful and started to introduce approaches to their literacy planning. Initial lessons have been very successful and impactful for staff and pupils. This year we want to continue to rollout the PM writing programme and to maintain the	Increased attainment in writing for targeted pupils.	Teaching staff to introduce next 4 text types to classes; • Description • Recount • Narrative • Explanation Staff to moderate writing with partner schools 3 times across academic session (Sept, Dec, March, Jun). Ensure early level readers are current and matched to phonics teaching programme (Aug/Sept)	Writing assessment results and examples Pupil feedback Parental feedback Moderation records Reading book audit Published book	Lit co-ord, PTs

enthusiasm and momentum created in the last academic session. As part of the roll out we will be sharing approaches with parents and emphasising the link between writing and reading by updating our early stage reading books and class/school libraries.	Increased staff confidence in delivering writing programme. Strengthened links with other schools using PM writing	Publish a class or school book with shared focus (by January 2026) Create opportunities for children to share writing in a range of formats and to a range of audiences (throughout year). Staff to evaluate and feedback to colleagues their experience of implementing programme and any future amendments/developments at termly moderation sessions (Sept, Dec, March, Jun) Literacy Co-ordinator to further develop links with Glengowan Primary and writing focus group via development officer. Rigside and Leadhills to be invited to participate in moderation sessions	Class or school book shared with community. Use of school sways, online book club, parent showcases. Minutes from CAT/Moderation sessions	
Progress and Impact				Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda
Increased attainment in writing for targeted pupils. - There has been an increase of 2.6% across the whole school of pupils achieving national standards for writing since August 2025 taking the school percentage to 76.5 %. - There has also been an increase for our P1,4 &7 writing data with an overall percentage of 62.5%. While this is a significant increase, in the small schools we are always very aware of the fact that our small numbers can skew statistics, and it is important to fully understand the whole context. - Most classes have either maintained or had a small increase in attainment for writing. - All pupils who have not achieved national standard are on staged intervention.				<i>Continue to focus on targeted pupils, review staged intervention approaches, monitor progress and work with partner agencies where appropriate.</i>

- All of our equity pupils who are not achieving national standard have additional support needs and are on staged intervention.

Pupil Feedback

Pupils have got used to the structure of PM writing and have grown in confidence when formulating pieces of writing. They are proud of their writing and can see an improvement in their own work. Staff have noticed that most pupils are becoming more confident using the PM writing framework for the different types of writing. Pupils noted that 'it helps them write more', and that they 'use better words'.

Parental Feedback

Writing examples were shared through our school sways and on notice boards for parents' nights and other school events. Information about the new writing process was also shared with them although we would like to deliver a more detailed curriculum session with parents in September/ October

Moderation

Our moderation sessions have been impacted by staff absences and clashing dates outwith our control. Being such a small school, just one person missing impacts on any meaningful moderation activity. For next session we will explore the possibility of working with local schools so that one person being off doesn't have such an impact. Another solution would be to agree a 'week beginning' approach for the working time agreement giving a degree of flexibility for staff to choose a day that suits better.

Increased Staff Confidence

Staff have not yet completed all writing types and so are still feeling they are working it out as they go along, staff have all seen a positive impact in their classrooms and shared their experiences and concerns through a CAT session, below are some of the reflections on their experience so far.

- Staff noted a definite improvement in the structure of pupils' writing which was evidenced in their writing jotters and daily writing.
- Staff realised that too much time had previously been spent on narrative writing.
- Staff emphasised how important it was to build up vocabulary before writing activities.
- Assessment materials may need to be adapted.

Create opportunities for pupils to share their written work through class workshops, displays, online meet-ups and their own publications.

Planned curriculum session September/October

Agree moderation activity with local schools

Complete two-year cycle ensuring all staff have taught all nine types of writing.

Identify appropriate resources to be bought to support PM writing.

Agree second literacy lead to ensure more immediate support across both schools

- Some felt overwhelmed by organising resources to cover 3 or 4 stages in one class (and two levels) and found that working with a 4/5 group and a 6/7 group was much more manageable.
- New reading books have been purchased to link better to phonics programme.
- Staff have been getting used to the new infant reading planners
- We agreed that each teacher would teach the 9 types of writing over a two-year cycle and that teachers would have autonomy to decide which order to do them in depending on their class contexts.
- It has been difficult for our literacy coordinator to support as much as she would like across both schools so we will have a literacy lead in both schools who will work together.
- Agreed to sign up for the SLC Improving our Improving Our Writing offer.

Strengthened Links with Other Schools

We have strengthened links informally with other schools but as mentioned our planned moderation activities did not go ahead. We have arranged to visit Rigside Primary to explore and discuss their PM writing resources and are keen to work together over the next year

Sign up for SLC Improving our schools offer

Continue to work with Rigside and other multi-composite schools that are also doing improving our writing.

Improvement Planning and Standards and Quality Reporting for 2025/2026

Priority 2 _Develop Interdisciplinary Learning_____

<u>NIF Priority (select from drop down menus)</u> Improvement in skills and sustained, positive school-leaver destinations for all young people <u>NIF Outcome</u> Globally respected, empowered, responsive education system; leadership, accountability, improvement Staff and SLT driving excellent LTA skills, esp. for learners with ASN	<u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Support children and young people to develop their skills for learning, life and work	<u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined Choose an item.	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.3 Increasing creativity and employability <u>HGIOELC QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
Learner engagement for most pupils has improved due to the introduction of pupil leadership groups last session. These sessions have highlighted the impact of pupil voice on learning. We now wish to consider the use of pupil voice to drive interdisciplinary learning projects within the school. We will explore	By September 2025 staff will have reflected on current approaches to IDL identifying strengths and areas to be developed.	<u>August – October 2025</u> - SLT attendance at leadership CLPL and whole staff attendance at CLPL session 2 and 3. - Review of current approaches to IDL during these sessions: staff to complete SWOT analysis tool. - Staff to complete a teacher confidence survey.	SWOT related to school's current IDL position. Baseline staff confidence survey. Results of Leuven scale of engagement focus group.	<i>HT, CTs</i>

inquiry based learning approaches as a means to increasing pace, challenge, and engagement. We already have a strong focus on whole school interdisciplinary projects drawing on our previous work on pupil voice, SLC skills framework and a commitment to learning for sustainability. We are keen to take a more strategic approach to IDL to ensure it is embedded in our curriculum offer.	By December almost all staff will have increased teacher knowledge of the inquiry-based Learning Cycle and forming 'Big Questions'. By February all staff will pilot an inquiry project, this will result in most learners being more engaged in learning activities in class. By February almost all learners will be able to discuss the inquiry cycle and relate inquiry classwork to this approach. My March retrospective planning tools will be used to capture Es and Os covered during the pilot inquiry projects. Staff will work collaboratively to consider next steps. By April staff will have increased confidence in using the inquiry cycle to guide IDL lessons.	<u>October – December 2025</u> • Staff attend CLPL session 4 and 5. • Staff review possible approaches to inquiry and select the approach to pilot in January. • Staff plan possible resources needed for the inquiry-based project. Staff prepare the inquiry-based project. Staff prepare the inquiry cycle materials for classroom display alongside the SLC skills cards. <u>Jan-April</u> • All classes undertake an inquiry-based learning project. • Learning for this project is displayed in class using the inquiry cycle. • Peer visits of inquiry lessons • Pupil Leuven scale completed for a focus group of children in each class. • Retrospective planning/tracking completed, highlighting coverage of Es and Os and skills from the SLC framework. • Staff discussion of projects and collaborative planning of possible next steps. • Staff confidence survey revisited.	Staff planning materials and professional dialogue related to planning. Class visits and professional dialogue. Evaluation of planning/tracking material. Results of Leuven scale of engagement focus group. Results from staff confidence survey.	
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			Peer School review feedback	
Progress and Impact			Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda	
Inquiry Based Project Pilot Staff at Carmichael tried two approaches to inquiry-based learning. Initially they planned a hybrid model of a traditional class topic focusing on their local community with opportunities for pupils to direct and take control of elements of their learning within the topic. Experiences were planned within the P1-3 class and the p4-7 class. Elements of this such as the visit to Carmichael House, the Wallace Walk in Lanark, combined with a visit from a local historian were very successful. Staff reported finding it uncomfortable 'handing over' the direction of learning to pupils as part of a bigger topic although they could see the benefits. One of our teachers experimented with a 'Big Question Day' approach which had developed in our partner school, Braehead Primary, and felt it was more successful because it was on a smaller scale, had a clear focus (Chinese New Year), and found the planning materials more accessible and a bit less overwhelming than the bigger project they had initially planned. Impact on Learners Staff noted that there was a significant increase in pupil engagement when they were leading the learning, both in the larger scale community project and the trial 'Big Question Day' approach. For the community project pupils responded really enthusiastically to interacting in the real life community, whether visiting Carmichael House, completing the Wallace Walk in Lanark or preparing questions for a local historian in school. Pupils also enjoyed presenting to their peers using the Big Question Day model, a highlight being a group of boys who wrote and performed their own rap about Chinese New Year! Staff have incorporated awareness of SLC skills framework into planning and classroom practice, pupils in the upper stages are increasingly aware and can identify skills being used when prompted. Pupils are becoming more confident discussing the inquiry cycle, if we move to a 'Big Question Day' model they will have more opportunities to use the planning framework which will increase their confidence.			Implement a shorter 'Big Question Day' approach across both classes. Introduce inquiry cycle planning tools to pupils to give them a clear structure and vocabulary to use when planning their inquiry-based learning projects. Carry out one 'Big Question Day' per term to embed and build pupil and staff confidence. Continue to use inquiry-based approaches flexibly through topic work. Introduction or development of SLC skills framework resources	

Planning and Collaboration Staff worked together to develop the project based on the school community, some elements were done as a whole school, but most were carried out within their own classes to ensure appropriate challenge for all pupils and that younger or less engaged pupils did not 'wander off'. Staff recognise that they are getting used to the new planning materials and approaches but are positive that with time and experience they will become more confident and believe that it will be worth it for the improved engagement in the pupils. Staff have also collaborated with our partner school Braehead informally and through the peer review process. Both schools have benefitted from the opportunity to share experiences and adapt materials. Through professional dialogue with colleagues in Braehead it would be beneficial to track pupil skills through a Google form which pupils complete. When doing a 'Big Question Day' the types of presentations delivered will be tracked to ensure a breadth of skills are being employed and that pupils do not fall back on a favourite method to present results. Reflection and Next Steps Staff and pupils have noted increased engagement when using an inquiry approach to learning. Staff are keen to expand upon this next year by giving pupils more regular opportunities to engage formally with the inquiry cycle using a 'Big Question Day' approach. Staff are also keen to develop a parent/pupil friendly inquiry cycle model to display and share with our parents and carers. Staff are also keen to develop an agreed approach to tracking both skills and experiences and outcomes to ensure breadth across the curriculum.	Liaison with partner school to discuss planning formats used and how they could be developed for Carmichael's context.
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Improvement Planning and Standards and Quality Reporting for 2025/2026

Priority 3 Further develop digital literacy across the school community_____

<u>NIF Priority (select from drop down menus)</u> Improvement in skills and sustained, positive school-leaver destinations for all young people NIF Outcome Enhanced digital LTA; tackling digital inequality Choose an item.	<u>SLC Priority (select from drop down menus)</u> Support children and young people to develop their skills for learning, life and work Choose an item.	<u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined Choose an item.	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.2 Leadership of learning 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability <u>HGIOELC QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
Our focus on digital literacy this year has seen a marked improvement in staff' knowledge, skills, and confidence using ICT. This is starting to be reflected in learning and teaching but is inconsistent. We will fully implement the SLC ICT planners to ensure consistency across stages. We want to ensure that our use of ICT is sustainable so an audit and long term plan to maintain/update ICT	To embed high quality teaching and learning experiences with a focus on digital literacy. To increase the application of digital skills through interdisciplinary learning.	All staff implement SLC digital planners with support from ICT co-ordinators starting from term 1. On-going CLPL (teaching & support staff) Areas identified through staff survey for further input are - AI - Read&Write - Coding Google Digital Learning Festival – ICTC Evaluate impact of staff training on staff and pupils (May 2026) Staff to complete SLC Inquire to Inspire training (Aug – October 2025) Staff to be pro-active in using digital technology across the curriculum	Forward Plan discussions and feedback Staff evaluations of training Pupil evaluation of ICT activities Professional dialogue through formal and informal CLPL sessions and Peer school review process. Forward plan discussions	ICTCs

equipment will be developed. We want our use of ICT to extend beyond specific ICT learning and teaching sessions and be pro-active in creating opportunities in other curricular areas, particularly when developing our use of IDL.	Pupils recognise and demonstrate a range of digital skills for learning, life, and work Children understand their rights and responsibilities as digital citizens Increased family engagement with digital technologies.	Staff to make explicit links to SLC skills framework Teaching of skills through class lessons, learning intentions, success criteria, assemblies. Opportunities for pupils to identify and demonstrate skills to peers, staff and wider school community (showcase March 2026). Pupils participate in Internet safety week activities, linking with other schools on-line (March 2026) Pupils explore rights and responsibilities of digital citizens linking with SLC Making Rights Real programme Offer Curriculum session on digital technologies (September 2025) Invite Read&Write Roadshow for parents	Skills referenced in LI/SC/Assemblies Classroom observations Forward plan discussions Showcase for parents and carers Peer School review visit and observations Achieve digital wellbeing award Engagement in showcase Attendance at Read&Write showcase Parental evaluation/survey	
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Progress and Impact			Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda	
Embed High Quality Digital Learning and Teaching Experiences All staff are using the SLC Digital planners with support from ICTC, staff are aware that the nature of ICT means that planners are likely to become obsolete quite quickly and so it is important to be aware of updates to planners. Time was given for all staff – teaching and support to engage in individualised ICT CLPL, organised and supported by ICTC covering areas such as AI, Read&Write and coding. Staff also had input from Education Scotland on the importance of cyber resilience and internet safety. ICTC also attended the Google digital learning festival and fed back to staff on tools that would be useful in classrooms. Staff evaluations of the ICT training opportunities and support were very positive, with all staff reporting that they found it useful and felt more confident in the areas they had identified they wanted to develop. Within the evaluation they also identified future areas for input or suggestions to support each other as a staff team in this constantly evolving area. Application of digital Skills through IDL Pupils have demonstrated digital skills acquired in class during inquiry-based learning and our ‘Big Question Days’, using PowerPoints, Adobe, coding and podcasts to present their findings to staff and peers. We were a focus school for Peer School Review this session and it was noted by our peer reviewers that children were highly motivated and confident using available digital technology. Pupils demonstrate a Range of Digital Skills for Learning, Life and Work During this session pupils have developed a range of skills, in particular, coding, Adobe and podcasting. They participated in a joint digital day with Carmichael working on digital projects with our partner school. Pupil evaluations were very positive, particularly in relation to coding. As a result our ICTC ran a coding club. Children Understand their Rights and Responsibilities as Digital Citizens During digital schools week and internet safety week pupils engaged in lessons around important safety messages about safe use of digital technology. They discussed digital wellbeing and their own acceptable use policy and were able to identify ways to get help or respond to anything online that makes them feel uncomfortable. Pupils also designed an Internet Safety Thinglink which they shared with another local primary.			<i>On-going individualised CLPL discussed with ICTC</i> <i>ICTC to have regular input to CAT sessions about important updates.</i> <i>On-going development of digital skills through Inquiry Based Learning</i> <i>Continue to foster opportunities for creativity and digital skills development, staff to keep abreast of Curriculum Improvement Cycle developments.</i>	

Increased Family Engagement with Digital Technologies.

Our ICTC was available at parents' night to discuss safety issues around online usage and information and links were sent home through the newsletter and school way. They also offered individual sessions as required to support parents and carers with any issues around digital technology, e.g accessing Google Classroom or advice about safety measures for children using devices at home.

A padlet has been developed and is available for parents on our website with resources and links to support safe internet usage.

We did not manage to hold a Read&Write showcase for parents but will carry this on to next session. Further development of Read&Write will support our priorities for improving attainment in writing and meeting the needs of all learners through the Circle Framework.

Family engagement in internet safety can be a sensitive subject for a number of reasons, we plan to involve parents and pupils in the development of a school on-screen policy, taking account of current research and national guidelines.

Digital Wellbeing Award

Evidence has been collated and been sent for assessment for our Digital Wellbeing Award

On-going links and information sharing for families, particularly as the political and legislative climate changes in relation to screen/phone use and access to social media.

Curriculum session with content about Read&write and how we use it to support our learners.

*Achieve Digital wellbeing award
and implement any
recommendations.*

Improvement Planning and Standards and Quality Reporting for 2025/2026

Priority 4 - Lanark Learning Community Focus

<u>NIF Priority (select from drop down menus)</u> Improvement in achievement, particularly in literacy and numeracy. <u>NIF Outcome</u> Inclusive and relevant curriculum and assessment Choose an item.	<u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Choose an item.	<u>SLC Stretch Aims</u> ACEL Primary – numeracy – P1, P4 & P7 combined ACEL Primary – literacy – P1, P4 & P7 combined	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement <u>HGIOELC QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning teaching and assessment 3.2 Securing children's progress
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures
Ongoing dialogue between schools has identified shared challenges, particularly during pupil transitions, highlighting areas needing targeted support and intervention. The structure is informed by Learning Communities (LC) models previously successful in promoting school collaboration. Schools have expressed common improvement priorities in Numeracy, Science, Digital Technologies, and Writing—with SLC prioritising Learning, Teaching & Assessment as an area of focus. Data reveals that those ‘close’ to achieving expected levels—are a focus for equity-related strategies. Emphasis on professional collaboration fosters consistency, peer learning, and shared accountability across sectors.	• Improved moderation practices across CfE levels and establishments. • Teaching staff and practitioners will have improved shared standards across the LC. • Focused work on shared priorities leading to measurable improvement in pupil attainment. • Enhanced transitions and targeted support for identified learners.	Collaborative Sessions: • 22 October 25: Set purpose, expectations, form groups, go through LTA cycle, identify group to target. • 21 January 26: Share evidence, discuss in groups, agree next steps. • 29 April 26: Review evidence after implementing changes, evaluate impact. Secondary: • LGS to represent all curricular areas at above sessions. Early Years: • DHTs to take lead where possible. • 10 November 25 In-service Day	• Attendance and engagement in collaborative sessions. • Evidence of moderated improvements. • Impact on attainment for targeted groups (especially ‘nearly there’ achievers). • Improved transition feedback and data. • Increased practitioner confidence and consistency in use of tracking/attainment data.

		collaboration and coordinated scheduling within EY establishments.	
Progress and Impact			Next Step(s) and rationale to inform LCSIP for 2026/2027
96% of those engaging in our collaborative sessions reported an improved understanding of the moderation process. 100% stated that they felt more confident about shared standards for the curricular area and the level that they were focussing on. 94% reported that they felt that the group moderation tasks had a positive impact on the attainment of the targeted pupils in their class. All staff who had a focus on transition as part of their collaborative group said they felt they now had a better understanding of the issues around transition and how data supports successful transition. 98% of teachers stated that collegiate activities during the sessions had a positive impact on their classroom practice. Staff feedback endorsed the above: "Having Lanark Grammar involved in the Learning Community meetings was beneficial. This allowed for discussion around transition and use of effective strategies in numeracy". "Made me more aware of the issues that Google Classroom has in terms of saving to specific locations. High School uses MS and primary tends to use Google and HS also use desktops. Need to teach that skills are transferable". "I have gained a better understanding of what is expected at secondary level and what activities are undertaken in a "specialist" science environment. This has given ideas to help engage learners more". "It has helped me to develop children's voice in feedback of their writing. It has allowed me to ensure that my writing provision matches other schools in the community".			<i>Although there was a focus on measurable improvement, for the following session we would like a greater emphasis on this.</i> <i>Looking forward, staff will identify learners who require support to attain the nationally expected level, in Literacy and Numeracy, both in subject areas and across the curriculum.</i>

PEF Improvement Planning and Standards and Quality Reporting for 2025/26

Allocation:

<u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined Cost of the School Day						
Rationale for PEF / PB Spend	Allocation of PEF / PB spend	Outcome (Intended impact)	Operational activity	Measures	Mid year review RAG	End of year review RAG
<i>Participatory budget to be decided in October 2025</i>	5 % - £367.50					
Support hours Currently all allocated support hours are used to support a pupil with significant support needs. All PEF money will be used to buy in an extra day a week of support assistant hours which will be used to support targeted pupils with literacy and numeracy	£6282	Increase in pupil attainment in literacy and numeracy for targeted pupils	Delivery of Catch up literacy, NELI, and support with IDL	Assessment data		

intervention programmes.						
To support delivery of interventions for identified pupils we will purchase on-line subscriptions for Sumdog and IDL numeracy.	£500	Increase in pupil attainment in numeracy	Online subscriptions to be used in classes with identified pupils and monitored.	Assessment data		
Transport costs One of our main equity issues is access and opportunities for our pupils because we are in a rural area with no shops, services or transport infrastructure. It is vitally important that our children access sporting and cultural activities outwith their community. Firstly, to enjoy the activities in themselves but also to build networks with pupils from other schools as part of on-going transition	£400	Pupil participation in local cultural and sporting events.	Pupils to vote on active schools events that they would like to participate in. Buses to be booked for Active school event and pantomime visit.	Pupil feedback		

preparation. £400 will be allocated to transport costs to support these events.						
	TOTAL SPEND (incl carry forward) £7182					
Progress and Impact			Next Step(s) and rationale to inform PEF spend session 2026/2027.			
Participatory Budget Our school community voted to use our participatory budget to fund a whole school trip to reduce costs for parents and carers. We went a whole school trip to the Glasgow Science Centre and managed to make this a 0 cost trip for families. Support hours Due to staffing difficulties we were unable to fill the support hours until January 2026. The person in post is now working with groups and targeted individuals on literacy and numeracy programmes. Pupils report an increase in confidence when they are able to work individually or in a small group with Mrs Forrest. IDL numeracy subscription Pupils access the IDL numeracy programme on a regular basis, they find this a motivating and engaging way to reinforce numeracy concepts.			<i>Next session's participatory budget will be decided by the school community in September.</i> <i>We have committed to continue funding support hours until the end of the financial year 2027.</i>			

Transport Access of opportunity is a significant equity issue for our school community, money used for transport allowed pupils to participate in	
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Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Continue to work on Attachment Informed and Trauma Sensitive Accreditation, achieving at least one additional pledge by May 2026.		<i>May 2026</i>
Develop use and interpretation of GWMP to accurately reflect context and ensure understanding of young people.		
Progress with audit and relevant action in relation to Making Rights Real programme (having transferred from Rights Respecting Schools)		