

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

Carnwath Primary School and Nursery Class

Strategic Improvement Priorities Plan over 3-year cycle

Timescale: Year 3

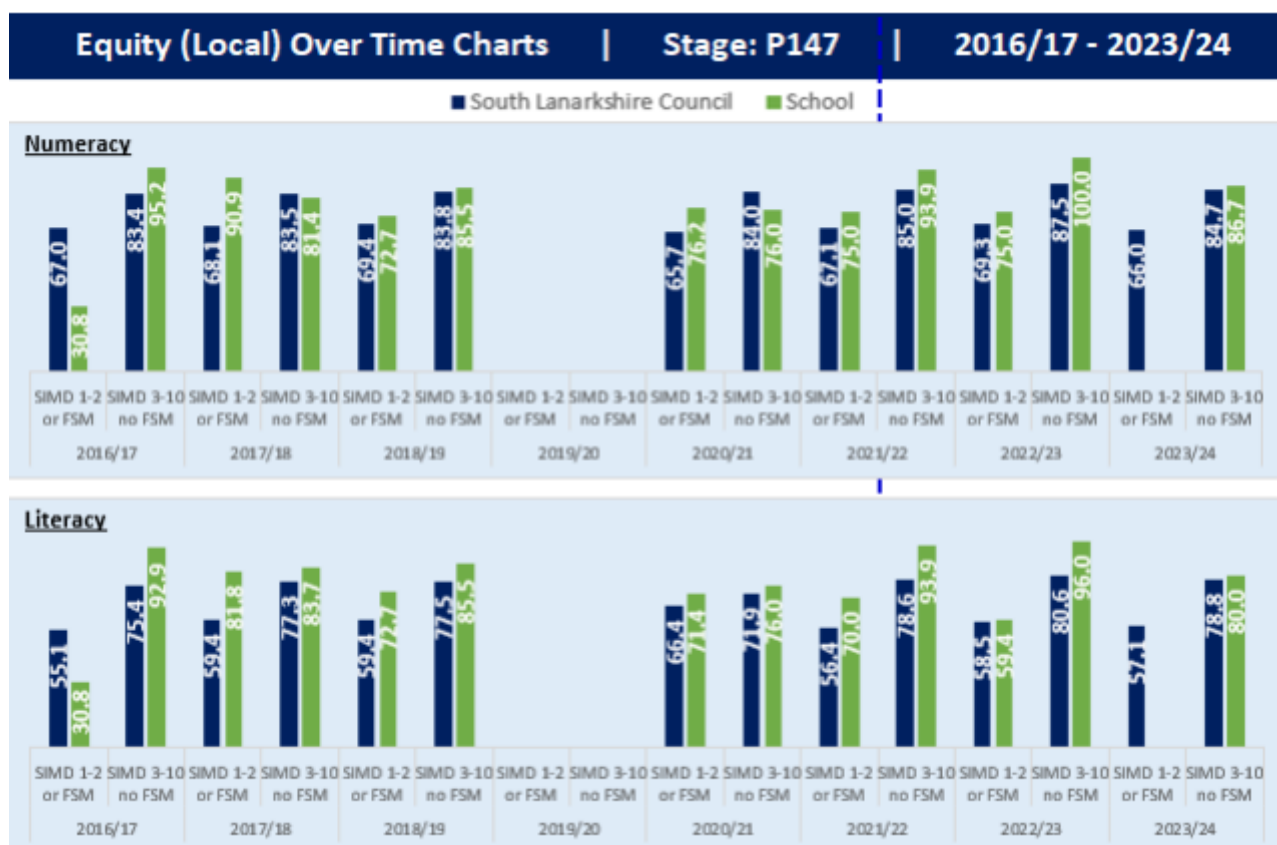
Strategic Priority	Year 1	Year 2	Year 3
1.	<i>To further embed play pedagogy throughout the school as an effective way to engage and challenge learners.</i>	<i>To introduce 'Maths Recovery' as part of our approach to teaching numeracy.</i>	<i>To evaluate and improve the teaching of reading and the reading experiences of our learners throughout the school.</i>
2.	<i>To ensure consistent high-quality teaching, learning and assessment throughout the nursery and school by engaging with the LTA moderation cycle.</i>	<i>To further embed our nurture practices by implementing the Circle Framework and Emotion Coaching. To further develop our inclusive ethos through increasing understanding of UNCRC and the Global Goals These steps will aid our journey to being Attachment Informed Trauma Sensitive accredited.</i>	<i>To evaluate and improve the teaching of writing by auditing current practice and identifying specific elements of teaching to focus on.</i>
3.	<i>To develop pupils' ability to discuss themselves as learners and identify personal targets through the implementation of SLC Skills Framework.</i>	<i>To work with staff, pupils and parents to further enhance the digital literacy and computing science curriculum throughout the school and nursery.</i>	<i>As a staff, we will continue to develop our own racial literacy whilst evaluating areas of the curriculum and working with children to develop our anti-racist curriculum and ensure equality and inclusion. (This is also the Learning Community Priority for the session).</i>

Performance Data - Achievement of Excellence Levels (official data 2023/24)

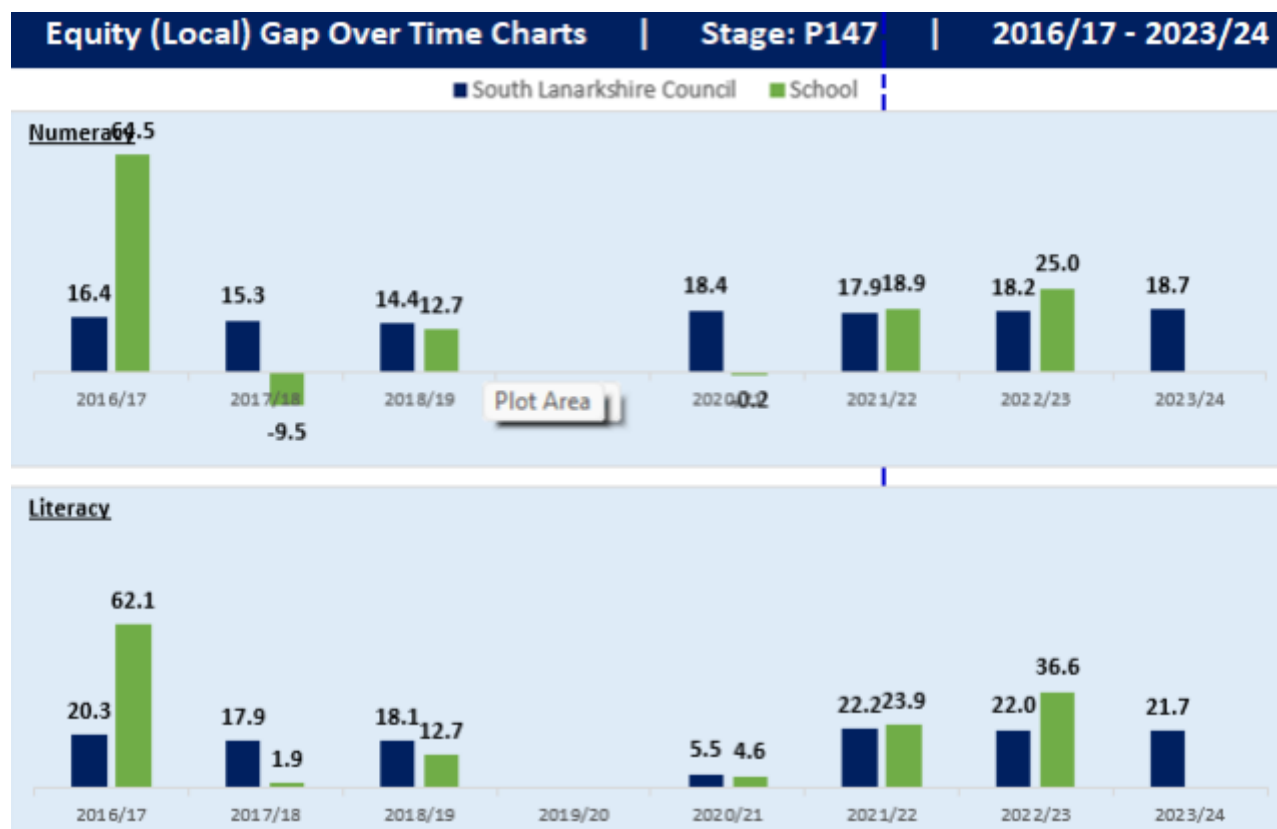
Performance Data (Literacy and Numeracy Stage147) - Excellence Over Time Charts 2016/17-2023/24



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



Performance Data (Literacy and Numeracy Stage147) – Equity (Local) Gap Over Time Charts



Context of school

Carnwath Primary School and Nursery Class is situated in the village of Carnwath. The school has a current roll of 125 with 25 nursery children. There are currently 6 classes and a nursery class in the school. The local area is a mixture of social and privately owned housing. Access to transport and facilities is limited. We moved into our new school building in April 2015. It provides a fantastic, purpose-built environment for the children to learn in. Currently 22% of our children are entitled to Free School Meals and 42% of children live in SIMD Quintile 1. However, we are aware that these indicators are not definitive when identifying children who are living in poverty or families who are struggling and rely on strong, positive relationships with our families to ensure we are providing support and advice where appropriate. Nurture is an integral part of our curriculum. All staff actively incorporate the principles of nurture into their daily practice. We have our official 'Nurturing Schools' Award and have achieved 2 of our pledges in our journey to becoming an Attachment Informed and Trauma Sensitive School. We have an active Parent Council who work closely with the school to enhance the experiences we provide for our children. We have an extensive outdoor area and last session 21% of pupils participated in an After-School Gardening Club and worked hard to enhance these and maximise our sustainability.

Carnwath Primary School Vision, Values and Aims:

During the 2021-2022 session, the pupil council led a consultation to identify new values for the school. All stakeholders were consulted, and our refreshed values are:



• Safe • Respect

• Happy • Friendship

These are discussed daily in classes and in the playground and used to scaffold assembly topics. In session 2022-2023, Fischy Music visited to help us create our own values song and we sing this together at assemblies and during special celebrations.

Our motto is closely linked to the local community and is displayed on our badge:

• *I dare*

With the full statement being:

• *I dare to challenge myself to be the best I can be*

At the beginning of session 2022-2023, the staff worked together to create a vision that informs all stakeholders of what we aim to provide for our children. It is:

Our goal is to support and nurture our children in a happy and safe environment. We strive to develop a respectful school community where every child feels loved and is encouraged to achieve their full potential.

Working as a team and with our community we aim to:

- Create an ethos that includes an inclusive environment
- Encourage children to reach their full potential through opportunities and challenge
- Equip children with the skills for learning, life and work
- Develop a positive mindset that embeds resilience respect and citizenship
- To encourage happy, confident individuals to believe in their dreams and work to achieve them!

Improvement Planning and Standards and Quality Reporting for 2025/2026

Priority 1: To evaluate and improve the teaching of reading and the reading experiences of our learners throughout the school.

<p><u>NIF Priority (select from drop down menus)</u></p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p><u>NIF Outcome</u></p> <p>Closing the attainment and achievement gap Staff and SLT driving excellent LTA skills, esp. for learners with ASN</p>	<p><u>SLC Priority (select from drop down menus)</u></p> <p>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</p> <p>Support children and young people to develop their skills for learning, life and work</p>	<p><u>SLC Stretch Aims</u></p> <p>ACEL Primary – literacy – P1, P4 & P7 combined</p> <p><u>Choose an item.</u></p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u></p> <p>2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p><u>HGIOELC QIs (select from drop down menus)</u></p> <p>2.3 Learning teaching and assessment 3.2 Securing children’s progress 3.3 Developing creativity and skills for life and learning</p>	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p>Although reading attainment had risen last year, it has fallen to 79.2% this year which is slightly below the SLC average. In consultation with teachers, they reported they would like to reconsider how reading lessons and groups are structured in order to given them more teaching time with each group. They also feel that children are not</p>	<p>By October 2025, there will be fewer reading groups in every class who will receive a larger amount of teaching time on a weekly basis.</p> <p>Tasks within the groups will be differentiated to ensure all children are suitably challenged.</p> <p>Reading Ambassadors will be chosen for each class to represent pupil voice. Some older children will be given the responsibility of working with and representing the nursery children.</p>	<p><u>August-Oct 2025</u></p> <ul style="list-style-type: none"> Staff will receive input on a 'Literacy Circle' approach to teaching reading and will agree how this will work throughout the school. Reading groups in all classes will be restructured to ensure a maximum of 3 groups per class Pupil work audit Learner motivation surveys, Nursery use Leuven scale in relation to reading Teaching staff and SLT to complete Fact, Story, Action for reading for 	<p>Whole School Fact, Story Action overview</p> <p>Nursery Action plan for year completed</p>	<p><i>Sharon Alexander</i></p> <p><i>Lisa Walker</i></p>

<p>motivated or engaged in reading tasks. When children were consulted, almost all children agreed the reading books we use are good but less than half agreed that they find the reading tasks interesting. Almost all children think we should try and make reading more interesting.</p>	<p>By December 2025, all staff will have implemented changes to groupings and approaches and routines.</p> <p>By April 2026, regular adoption of larger groupings, literacy circles and differentiated tasks will result in improvement in almost all learners' engagement and motivation for reading.</p> <p>By May 2026, regular adoption of larger groupings, literacy circles and differentiated tasks will result in improvement in most learners' achievement in reading in relation to the evidence in the whole school Fact, Story, Action overview from October.</p> <p>By May 2026, most children will report /demonstrate increased engagement and motivation in reading</p>	<p>each class. (including evaluation of pupil work)</p> <ul style="list-style-type: none"> • Application for a Reading Schools Award will be started. • Nursery: Audit environment with a particular focus on reading and create an action plan as a result. • Nursery: Include discussions about reading in planned PEEP sessions. <p><u>October- December 2025</u></p> <ul style="list-style-type: none"> • Professional dialogue around implementation • Assessment of pupil work • Learning walk completed • Nursery: Work on Action Plan, consider how to increase engagement with reading. <p><u>January- May 2026</u></p> <ul style="list-style-type: none"> • Teaching staff continue to plan and deliver reading lessons in the agreed format. • Peer Review in March 2026 • Ongoing learning, teaching and assessment of pupil work. • Teachers' professional judgements of pupil achievement in reading • Pupils complete post intervention motivation survey 	<p>Professional dialogue records – what's working well, even better if.</p> <p>Samples of learners' work to demonstrate where routines are working well for learners and where impact could be greater.</p> <p>Teachers' evaluation of changed groupings, literacy Circle approach and pupil engagement and success in reading.</p> <p>Records of professional dialogue around implementation and impact.</p> <p>Records of nursery meetings where reading is evaluated and plans discussed</p> <p>Peer Review Feedback to evaluate impact and identify next steps.</p> <p>Planning throughout the school will demonstrate consistency, breadth, challenge and progress.</p> <p>Pupil assessments will show rates of progress</p> <p>Analysis of ACEL Data / CfE benchmark audit. Whole school attainment will increase and children who were identified as 'amber' in June 2025 will be on track.</p> <p>Evaluation of changes in pupil pre and post motivation surveys (Leuven Scale for Nursery)</p>	
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Progress and Impact	Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda

Improvement Planning and Standards and Quality Reporting for 2025/2026

Priority 2: To evaluate and improve the teaching of writing by auditing current practice and identifying specific elements of teaching to focus on.

<u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children and young people NIF Outcome 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 ACEL Primary – numeracy – P1, P4 & P7 combined	<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> 3.3 Developing creativity and skills for life and learning 1.3 Leadership of change 2.3 Learning teaching and assessment	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
Writing attainment data highlights the need to focus on continuing to improve writing levels for learners through high	By October 2025, a rigorous self -evaluation process will result in a clear focus for our writing improvement October 2025- May 2026.	<u>August-Oct 2025</u> <ul style="list-style-type: none"> IOW introductory CLPL sessions on the IOW programme and short webinar CLPL sessions on the 15 writing elements. 	Whole school Fact Story Action overview	Jennifer Bradford

<p>quality learning, teaching and assessment approaches developed through the professional learning materials of the IOW programme.</p> <p>Attainment in writing has fallen from 81% in June 2023 to 73.6% currently.</p> <p>We have 10 children assessed to be making less than 'very good' or 'good' progress in this area. We have a group of children in each year group from P2-P7 who are consistently not on track. Teachers acknowledge this drop in attainment and the need to focus on pedagogy to improve progress and attainment. Whilst improvements in target setting procedures has helped children recognise the progress they are making with most agreeing they made good progress last year, the majority of children agreed they would like more help to make their writing better.</p>	<p>By December 2025, almost all staff will have implemented changes to planning approaches and routines in the teaching of one IOW element.</p> <p>By April 2026, regular adoption of evidence-informed practices (IOW sprints) will result in improvement in almost all learners' self-concept and motivation in writing.</p> <p>By May 2026, regular adoption of evidence-informed practices (IOW sprints) will result in improvement in most learners' achievement in writing in relation to the three identified IOW elements as evidence in the whole school Fact, Story, Action overview</p> <p>By May 2026, almost all teaching staff will have increased their subject knowledge and confidence in the teaching of writing in the three identified writing elements, as evidenced in the baseline whole school Fact, Story, Action overview.</p>	<ul style="list-style-type: none"> • Staff complete pre- IOW Professional Learning confidence survey. • Pupil work audit • Learner writing motivation surveys • Teaching staff and SLT to complete Fact, Story, Action for writing for each class. (including evaluation of pupil work) • Nursery: Audit environment with a particular focus on writing and create an action plan as a result. <p><u>October- December 2025</u></p> <ul style="list-style-type: none"> • Implementation of identified sprint (4 Week Period x2) • Professional dialogue around implementation • Assessment of pupil work <p><u>January- May 2026</u></p> <ul style="list-style-type: none"> • Teaching staff continue to plan and deliver IOW lessons, ensuring feedback leading to improvement. • Trio Observations of IOW lessons. • Teaching staff provide planned opportunities for learners to apply learning (IOW taught elements) to extended writing pieces. • Ongoing learning, teaching and assessment of pupil work. • Teachers' professional judgements of pupil achievement in writing. 	<p>Nursery Action plan for year completed</p> <p>Professional dialogue records – what's working well, even better if.</p> <p>Records of nursery meetings where reading is evaluated and plans discussed</p> <p>Samples of learners' work to demonstrate where routines are working well for learners and where impact could be greater.</p> <p>Evidence of feedback leading to improvement</p> <p>Teachers' evaluation of implementation records and pupil engagement and success with IOW lessons.</p> <p>Records of professional dialogue around implementation gathered through trio observations.</p> <p>Teachers' planning of extended writing pieces incorporating IOW elements.</p> <p>Pupil assessments of extended pieces, including application of learning from IOW elements.</p>	
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		<ul style="list-style-type: none">• Staff complete post- IOW Professional Learning confidence survey <p>Analysis of staff pre and post confidence surveys</p>	<p>Analysis of ACEL Data / CfE benchmark audit. Whole school attainment will increase and children who were identified as 'amber' in June 2025 will be on track.</p> <p>Evaluation of changes in staff pre and post confidence surveys</p>	
Progress and Impact			Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda	

Improvement Planning and Standards and Quality Reporting for 2025/2026

Priority 3: As a staff, we will continue to develop our own racial literacy whilst evaluating areas of the curriculum to and working with children to develop our anti-racist curriculum and ensure equality and inclusion. (This is also the Learning Community Priority for the session).

<u>NIF Priority (select from drop down menus)</u> Placing the human rights and needs of every child and young person at the centre of education <u>NIF Outcome</u> Globally respected, empowered, responsive education system; leadership, accountability, improvement Inclusive and relevant curriculum and assessment	<u>SLC Priority (select from drop down menus)</u> Improve Health and Wellbeing to enable children and families to flourish Ensure inclusion, equity and equality are at the heart of what we do	<u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.3 Leadership of change 2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion <u>HGIOELC QIs (select from drop down menus)</u> 1.3 Leadership of change 2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
Following the introductory session by Jen Hamilton on 'Anti-Racism and Decolonising the Curriculum', staff are motivated to continue with this journey, to learn more and to ensure that children can see themselves reflected in our curriculum and see	The promotion of respect for all. A curriculum that better reflects the wider world. The curriculum will meaningfully recognise and fairly represent the rich and diverse communities in Scotland and beyond. Pupils will learn that everyone has a right to be safeguarded from racism and discrimination and will be empowered to challenge any infringement of this right.	<ul style="list-style-type: none"> Make use of the shared google classroom and add resources throughout the year. <p><u>August – October 2025</u></p> <ul style="list-style-type: none"> Collect responses for pupil and parent questionnaires to gauge current levels of understanding and awareness. Collegiate time to look at resources on https://www.antiracist.ed.scot/ for nursery and school 		Jennifer Bradford

<p>the views of others through the curriculum.</p> <p>This is a local authority and national priority.</p>		<ul style="list-style-type: none"> Continue to discuss UNCRC and Global Goals in class/nursery and at assembly <p><u>October – December 2025</u></p> <ul style="list-style-type: none"> Collegiate time used to support an understanding of racial literacy and resources available to support curriculum. Include updates for Parent Council and Parent Forum in HT Reports and Newsletters. A learning community moderation group will work together to moderate lessons being delivered. Collegiate time for nursery and school to consider improving our Social Studies and Science overview. <p><u>January – May 2026</u> <u>Term 3</u></p> <ul style="list-style-type: none"> Staff will include anti-racist resources in forward plan for this term. Collegiate time for nursery and school staff to consider improving our Expressive Arts overview A process of decolonising the curriculum will continue by ensuring that the texts read across the school reflect all young people within our learning community and pupils' local context. Other areas of the curriculum will be audited to find scope for broadening perspectives. A learning community moderation group will work together to moderate lessons being delivered. P7s to start transition text (after February break) A series of assemblies will be delivered covering topics like racism, anti-racism, 	<ul style="list-style-type: none"> Pre and post questionnaires for staff, pupils and parents will demonstrate an increased awareness and understanding of the anti-racist agenda within Scottish Education and their Racial literacy will be improved. Resources used across the curriculum will begin to reflect greater diversity. Professional Dialogues will be minuted and will reflect the increased diversity. 	
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		<p>black historical figures, active anti-racist campaigners, historical events. This will be influenced by where each school is on their anti-racism journey.</p> <ul style="list-style-type: none"> • Include updates for Parent Council and Parent Forum in HT Reports and Newsletters. <p><u>Term 4</u></p> <ul style="list-style-type: none"> • Include updates for Parent Council and Parent Forum in HT Reports and Newsletters. • Complete post-input questionnaires for staff, parents and pupils to measure impact. 		
Progress and Impact				Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda

Anti-Racist Action Plan

About me

Jennifer Bradford
Headteacher, Carnwath Primary School and
Nursery Class, South Lanarkshire

References

It is 'unethical to approach teaching and learning in ways that are comfortable, confirming, acritical, and reassuring.' Dr Kevin Kumashiro (2009)
<https://www.youtube.com/watch?v=611Fu5HU8Kc> (Akala on structural

BUILDING RACIAL LITERACY



#EdScotBRL

Ongoing professional learning



Actions

- * To continue to process and digest the literature shared on the BRL course.
- * To extend my reading in order to continue to develop my understanding and awareness.
- * To reflect on what I read and consider how it should change my practice.

Intended impact on practice

- * Continuing improving confidence for discussing and promoting anti-racism.
- * Reflect on what I share at assemblies: the topics we discuss, the people we learn about, the things we celebrate.
- * Reflect on how to better support and include minority families.
- * To lead a whole school initiative on anti-racism and the decolonisation of our curriculum.

Intended impact on learners

- * Children will start to be exposed to a more diverse range of experiences.
- * Minority families and children will start to feel more included.
- * Discussions about anti-racism/racism will become easier for all involved.



Support others in building their racial literacy



Actions

- * Put anti-racism and decolonisation of the curriculum on the school improvement plan for next session (with the intention it remains a priority longer term).
- * Use selected readings/videos etc to encourage open and honest discussions so we work towards a shared understanding of what an anti-racist and decolonised curriculum looks like in our context.
- * Work with the parent council and parent forum to keep them informed of our work, consulting them as we go.

Intended impact on practice

- * As a school community, we begin to develop a shared understanding and become more confident discussing anti-racism.
- * Staff start to consider how they teach some areas of the curriculum and may introduce diversity where they recognise it to be lacking.

Intended impact on learners

- * Discussions around anti-racism will be supported by adults who feel slightly more confident - reducing the need for children to be 'colour silent'.
- * The curriculum will begin to offer a more diverse range of learning experiences.
- * Parents will feel informed and valued as we work on this and will have opportunity to share thoughts and opinions.



Towards leading anti-racist change



Actions

- * Work with staff to consider our curriculum:
 - * Consider topics in social subjects and sciences, how do we cover these and who do we study?
 - * Consider artists and styles we study in expressive arts.
 - * Consider our literature - does it reflect a wide variety of cultures, family structures and disabilities? What authors do we study? Who are the main characters we look at in books?
- * Join the Local Authority Equalities Network

Intended impact on practice

- * The learning within the identified areas of the curriculum will become more diverse and decolonised.
- * Staff will consider diversity when planning lessons and start to look at how we can ensure a wider range of cultures, beliefs and practices are included in what we teach.
- * The network will help to keep momentum in the improvement priority. We will be able to share ideas and discuss issues that arise.

Intended impact on learners

- * Children will begin to develop an awareness of inclusion and ensuring everyone is represented and feels valued.
- * Children will start to be more able to discuss issues they identify and share their ideas for solutions.



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

Allocation: £34300 (+ carry forward £999.34)

<p style="text-align: center;"><u>SLC Stretch Aims</u></p> <p style="text-align: center;">ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined Cost of the School Day</p>						
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>Access to standardized assessments to compliment teacher judgements and teacher designed assessments</i>	<i>NGRT assessments for all children who have progressed beyond Book Banding Assessments £136</i>	<i>Progress of children will be monitored. Evidence to triangulate teacher judgements will be available. Issues highlighted and interventions introduced where required</i>	<i>NGRTs are implemented and completed in May each year.</i>	<i>Results are recorded on whole school T&M, analysed and used to inform plans for following session.</i>		
<i>Easimaths gives children daily access to a digital resource for practicing a range of numeracy and maths skills</i>	<i>Easimaths annual subscription £455</i>	<i>All children have daily access to a digital resource for maths and numeracy. Children are motivated to progress through the levels.</i>	<i>All children have an activated Easimaths account. Levels are noted at the end of each term and progress is analysed.</i>	<i>Progress for every child is monitored and information gathered is used to inform staged intervention.</i>		
<i>All children are offered the opportunity to attend a residential. £100 of PEF is allocated to each identified child to make the opportunity more affordable</i>	<i>£100 per child (identified by FSME or local intelligence) Total = £700</i>	<i>Children are more likely to have the opportunity to attend the residential where they will experience outdoor activities we cannot provide at school. Children will develop their independence and resilience.</i>	<i>Lockerbie Manor is booked for October 2025. 25 children are attending.</i>	<i>Children will attend the planned residential.</i>		

<i>All P1-3 children are given the opportunity to attend a multi-sports event with the rest of the learning community.</i>	<i>Bus Cost £320 Event is free</i>	<i>All younger children are given the opportunity to attend a sporting activity. Where they will meet a wider range of friends whilst developing independence, resilience and team building skills.</i>	<i>Event is at Tinto Primary School on Wednesday 18th June 2025.</i>	<i>Children will attend the multi-sports event.</i>		
<i>There has been an increase in the number of children requiring nurture, SEBN and academic support. Allowing for an extra 3 days of SSA will improve the resource we have for this</i>	<i>School Support Assistant – August – March £8005</i>	<i>The SSA timetables will have capacity for providing the SEBN support required whilst also allowing literacy interventions such as NELI, 5-minute box, Word Wasp and Hornets to run.</i>	<i>SSA timetable devised and agreed Children identified through staged intervention and attainment data Initial assessments carried out, interventions introduced, progress monitored, and progress evaluated.</i>	<i>Progress in BASPs NELI, 5-minute box, Word Wasp, Hornets , - all progress monitored and evaluated to ensure impact Children appropriately supported.</i>		
<i>There has been an increase in the number of children requiring nurture, SEBN and academic support. Attainment is falling in literacy and there are a number of children marked as making less than 'very good' or 'good' progress. There are groups of children requiring focussed and specific intervention.</i>	<i>Extra teaching days March – June and August – March £23762</i>	<i>Children who struggle to maintain time in class will have increased access to a teacher. Numeracy interventions based on maths recovery will take place. Progress throughout the school will improve, as will attainment in literacy and numeracy.</i>	<i>Children identified through staged intervention and attainment data Initial assessments carried out, interventions introduced, progress monitored, and progress evaluated.</i>	<i>Progress of identified children monitored in specific areas of literacy and numeracy. Progress in ASPs, BASPs, Literacy Pathways and Learner's Skills documentations noted.</i>		
<i>PB – pupil council will lead a consultation with all stakeholders</i>	<i>£1715</i>	<i>This money will be used for something identified by all stakeholders.</i>	<i>Consultation in Term 1 and decision shared with HQ by October 2025</i>			
	TOTAL SPEND (incl carry forward) £35,093.00 (£206 still to be allocated)					

<i>Progress and Impact</i>	Next Step(s) and rationale to inform PEF spend session 2026/2027.

Maintenance Agenda

Area on previous SQIP	Key actions	Relevant stakeholder involvement	Timeline for completion
Nurture	Provide a refresher on Emotion Coaching and Circle Framework to ensure continued use	Jennifer Bradford	November inset
	Work to improve GMWP results; Autonomy through using new agreed guidelines on target setting in school and nursery, Healthy and Safe by covering positive relationships and anti-bullying procedures in term 1.		Term 1 for assemblies. Annual evaluation of GMWP in May 2026
	Start working towards our third pledge in our journey towards being Attachment Informed and Trauma Sensitive	Kirsty Bailie	Term 3
	To organise an Attachment Showcase for parents so children can share what we do with them		Term 3
Digital	To work with LA to create planners to be shared with all schools	Sharon Alexander	End of session 2025/2026
	To continue to provide ICT lessons as a CCC provision and support teachers to use what the children learn in their class lessons		Ongoing
	To consult parents about digital newsletters to find out what they would like to see in them.		Term 1
	To organise a Digital Technologies showcase for parents so children can share what we do with them		Term 1
	To continue working closely with the Parent Council to keep our digital provision current and well resourced.	Jennifer Bradford & Sharon Alexander	

Evaluation of Quality Indicators

School: Carnwath Primary School Month: May Year: 2025

These evaluations were agreed at our May inservice. We worked together to look at attainment data, the evaluations completed throughout the year, the progress we had made with our SQIP, consultations with stakeholders and supports in place.

Quality Indicator	School Self-Evaluation	Nursery Self-Evaluation
1.3 Leadership of change	Very Good	Good
2.3 Learning, teaching and assessment	Very Good	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good	Very Good
3.2 Raising attainment and achievement <i>Securing children's progress</i>	Good	Very Good