

Education Resources
Curriculum and Quality Improvement Service
School Improvement Plan and Standards and Quality 2026/27

East Milton Primary School and Nursery Class
East Kilbride

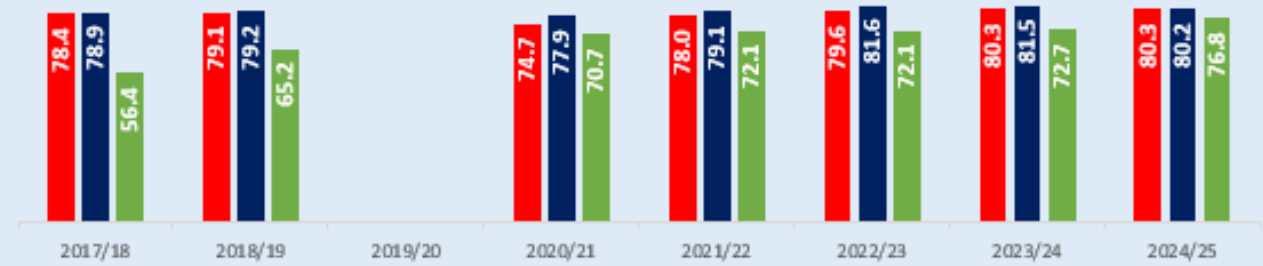
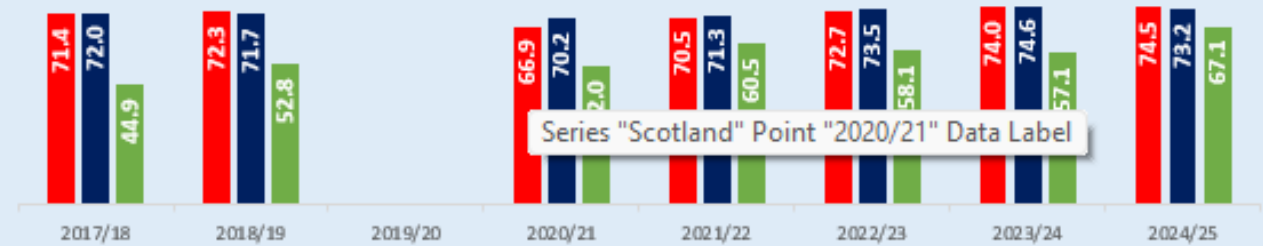
Strategic Improvement Priorities Plan over 3-year cycle **Timescale:**

Strategic Priority	Year 1	Year 2	Year 3
1.	Literacy	Numeracy	Curriculum Improvement Cycle
2.	Inclusion and Wellbeing	Curriculum Improvement Cycle	STEAM
3.	Skills development through play and ICT	Parental Engagement	Literacy

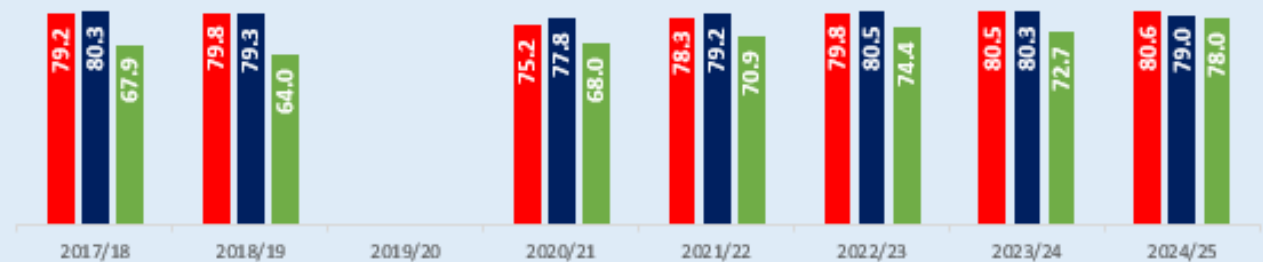
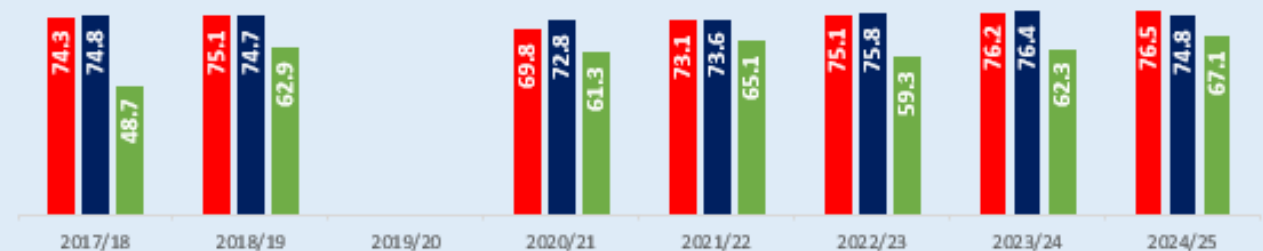
Performance Data - Achievement of Curriculum for Excellence Levels (official data 2024/25)

File path: [Data Portal](#) > Primary > Attainment Tools > SSR (Primary) 1.106 (Feb 25).xlsx

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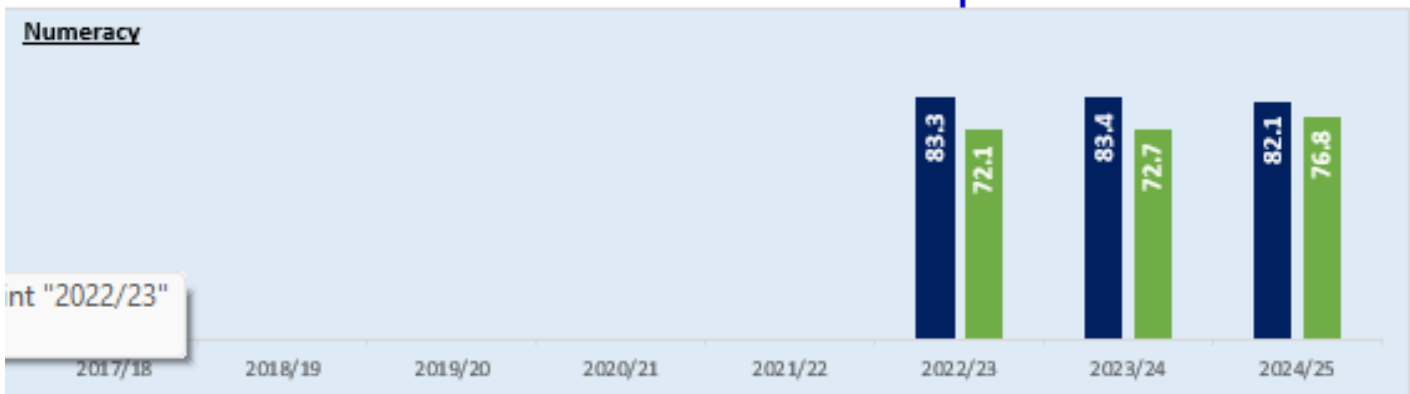
NumeracyLiteracy

Series "Scotland" Point "2020/21" Data Label

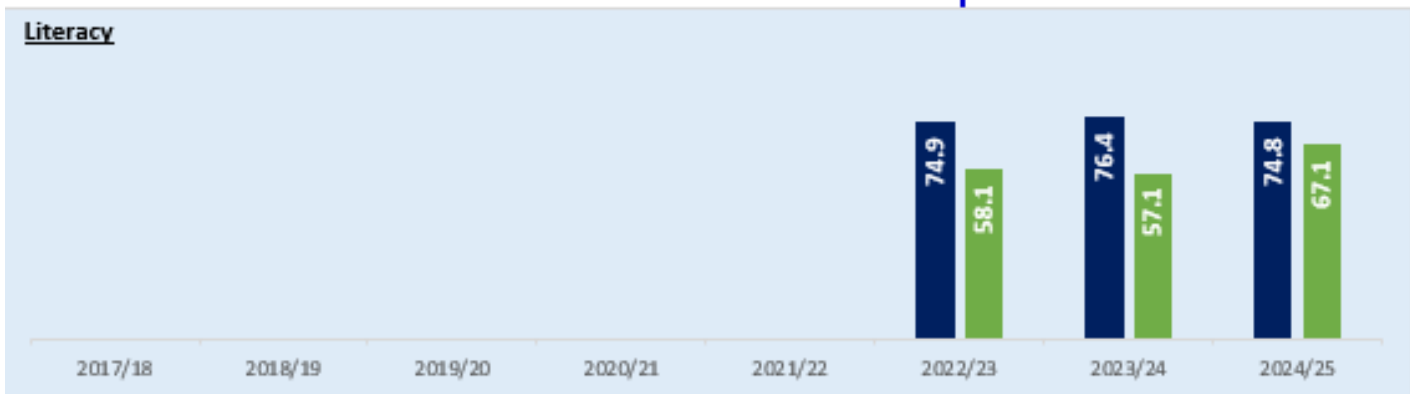
ReadingWriting

■ South Lanarkshire Council ■ School

Numeracy



Literacy



Reading

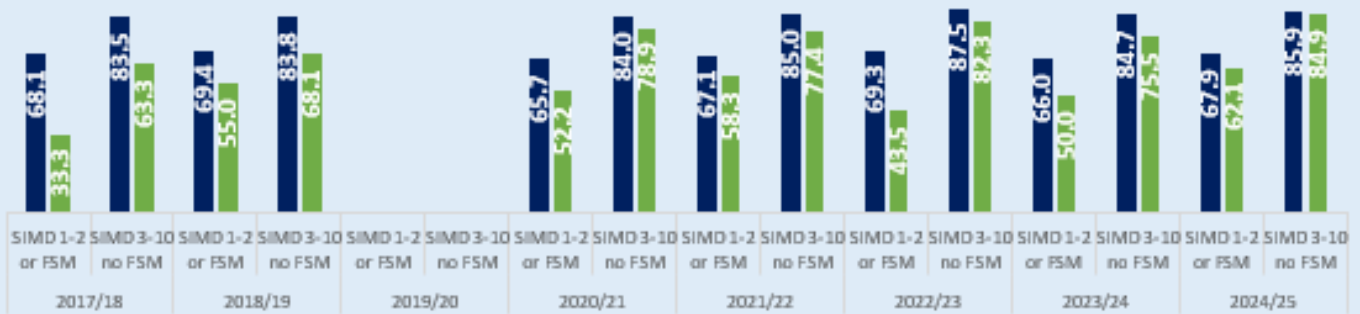


Writing

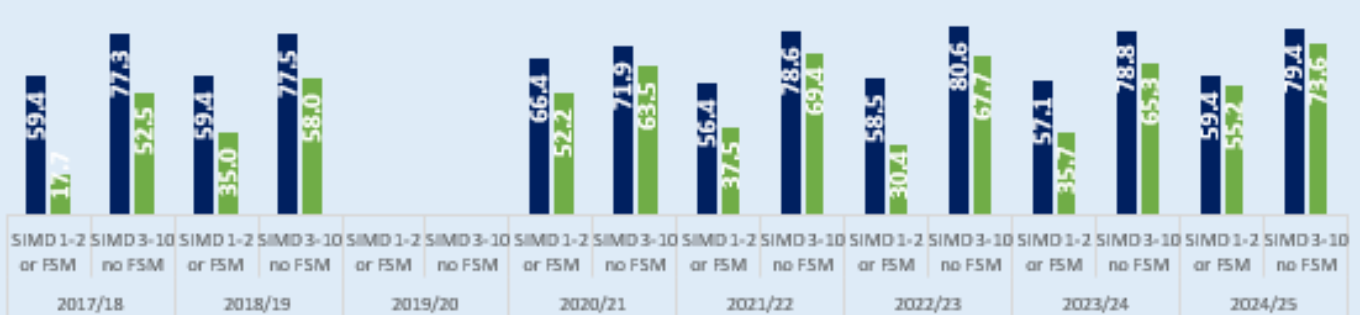


■ South Lanarkshire Council ■ School

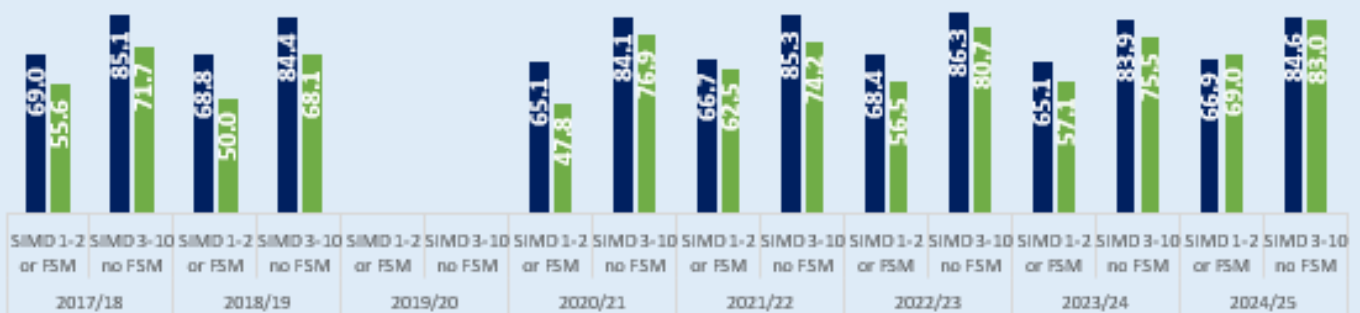
Numeracy



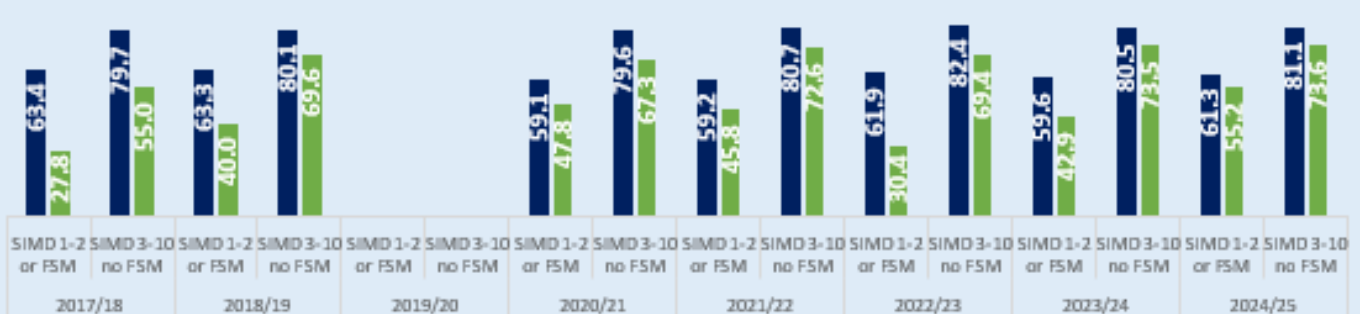
Literacy



Reading



Writing



Context of school

Our School

East Milton Primary is situated in Westwood, East Kilbride and has been part of the local community for over 60 years.

In 2014 the school moved into its new building. At present, we have seven classes in the school, Primary 1 to Primary 7. Our early years provision can accommodate 48 children for 1140 hours.

Our current roll is 164. We have 9.6 FTE (full time equivalent) teachers, part of which is the school's management team comprising of a Head Teacher and a Principal Teacher. We also benefit from 4 full-time school support assistants 4 part time assistants. Within the nursery we have 9 members of staff; team leader, support assistant and 6 (FTE) early years workers.

We promote positive relationships within the school, fostering an ethos which encourages all pupils to respect themselves and others. The school community selected our values of: wellbeing, respect, teamwork, achievement, excellence, friendship, kindness and courage which underpin everything we do as a school.

We aim to ensure that the education we provide addresses the individual needs of all our children, taking forward the principles of best practice gained from national and local guidance. The learning climate we create endeavours to be motivating and relevant to our children's needs.

All teaching staff are skilled in planning and delivering Curriculum for Excellence. We use a variety of assessment techniques and data to identify pupil strengths and development needs.

In East Milton we will continue to develop our ethos of achievement and celebrate success for all, whilst ensuring the promotion of equality and fairness. We value the learning and achievements of all our children and promote high aspirations and ambition to enable them to achieve their potential and contribute positively to the world in which they live.

Our aim is to work collaboratively with pupils, parents, carers, partner agencies and local business to provide consistently high quality learning experiences. We aim to continue to develop partnership working and evaluate this effectively to ensure it makes a positive difference to the quality of support for children and families.

We have a range of experience and expertise within the school. Each member of staff shares their skills with colleagues and benefits from collegiate working within our own establishment and with colleagues in other schools across the learning community.

There are opportunities for staff to take on a variety of leadership roles within the school, learning community and the council ensuring that our staff have opportunities to share expertise and continue to develop professionally. We have a systematic and planned approach for staff development and professional review. This identifies individual and whole school needs and draws on local and national priorities.

We aim to implement South Lanarkshire Council's core policies, school guidelines, national improvement framework and all current legislation to ensure improved practice.

Our Improvement Plan, for our establishment and our Learning Community, forms the basis for continuous improvement, reflection and review of practice; self-evaluating against HGIOS4 and HGIOELC. We aim to keep all stakeholders well informed about our work on identified development priorities and to consult with them on both action for improvement and progress. We aim to take forward the improvement plan priorities, as agreed with South Lanarkshire Council, and evaluate its impact on improving outcomes for all our children.

The section below is for internal use only

Contextual Data

June Manual Input current cohorts (updated in August new cohorts)

Data can be extracted from previous years' SQIP document and current/new BGE T&M Tool (BGE Profile tab)

File path: [Data Portal](#) > Primary > Attainment Tools > BGE Tracking and Monitoring Tool

School Profile June 2026

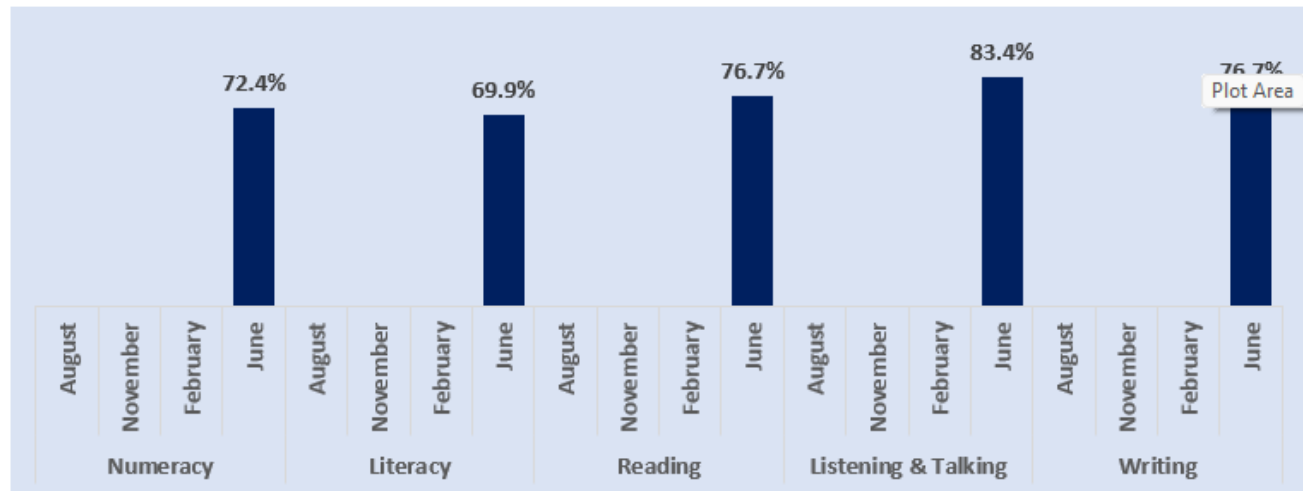
		1 HT		DHT		PT		FTE Teachers		FTE Support Staff		FTE Family Support Worker		
School roll		Number of pupils per cohort							FSME		SIMD Q1		Equity (Q1 or FSM)	
		P1 6	P2 14	P3 17	P4 11	P5 11	P6 8	P7 17	 33.7%	 0.6%	 33.7%			
		11	5	8	8	17	16	14						
Attendance 		Care experienced (Recorded as LAC) 				ASN 			EAL 					
22/23 %		22/23 %				22/23 %			22/23 %					
23/24 %		23/24 %				23/24 %			23/24 %					
24/25 %		24/25 %				24/25 %			24/25 %					
25/26 92.1 %		25/26 1.2 %				25/26 27 %			25/26 4.3 %					

Nursery Class Profile

	EYD	TL 1	EYPs 7	EYSW 1	Nursery roll		N4	18
							N5	13
							Deferred	5

Performance Data – Achievement of and progress through Curriculum for Excellence Levels (unofficial data August 2025/26)

CfE | Excellence | Over Session



East Milton Primary School

Contextual Data

									SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5
 (#)		79	91.2	24	24	2	28	1	0	29	44	2	4
 (#)		84	93.0	31	31	0	16	6	1	18	65	0	0
 (#)		163	92.1	55	55	2	44	7	1	47	109	2	4
 (%)		N/A	92.1%	33.7%	33.7%	1.2%	27.0%	4.3%	0.6%	28.8%	66.9%	1.2%	2.5%

CfE | Excellence | Lenses

									SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5
Num		57	61	34	34	1	16	5	0	32	82	1	3
Lit	Achieved (#)	48	66	36	36	1	14	4	1	30	79	1	3
Rea		57	68	39	39	1	20	4	1	32	87	2	3
Wri		52	73	41	41	1	15	5	1	34	86	1	3
L&T		59	77	43	43	1	22	5	1	38	92	2	3
Num		22	23	21	21	1	28	2	1	15	27	1	1
Lit	Not Achieved (#)	31	18	19	19	1	30	3	0	17	30	1	1
Rea		22	16	16	16	1	24	3	0	15	22	0	1
Wri		27	11	14	14	1	29	2	0	13	23	1	1
L&T		20	7	12	12	1	22	2	0	9	17	0	1
Num		72.2%	72.6%	61.8%	61.8%	50.0%	36.4%	71.4%	0.0%	68.1%	75.2%	50.0%	75.0%
Lit		60.8%	78.6%	65.5%	65.5%	50.0%	31.8%	57.1%	100.0%	63.8%	72.5%	50.0%	75.0%
Rea		72.2%	81.0%	70.9%	70.9%	50.0%	45.5%	57.1%	100.0%	68.1%	79.8%	100.0%	75.0%
Wri		65.8%	86.9%	74.5%	74.5%	50.0%	34.1%	71.4%	100.0%	72.3%	78.9%	50.0%	75.0%
L&T		74.7%	91.7%	78.2%	78.2%	50.0%	50.0%	71.4%	100.0%	80.9%	84.4%	100.0%	75.0%

CfE | Equity (Local) | Over Session

SIMD 1-2 or FSM

SIMD 3-10 no FSM



Improvement Planning and Standards and Quality Reporting for 2026/2027

Priority 1 Improving Attainment in Literacy (Improving Our Writing and Gold Reading Schools)

<u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children and 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 ACEL Primary – numeracy – P1, P4 & P7 combined	<u>HGIOS4 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> 2.3 Learning teaching and assessment 2.2 Curriculum 3.2 Securing children’s progress	
Rationale for strategic priority	What difference do we want to make? Outcome (Intended impact)	What will we do? Operational activity and Time scale	How will we measure success? Measures	School Lead/ELC Lead
Writing attainment data highlights the need to focus on continuing to improve writing levels for learners through high quality learning, teaching and assessment approaches developed through the professional learning materials of the IOW programme. 2025/2026 Data P1/4/7 Writing 83.6%	By October 2026, a rigorous self -evaluation process will result in a clear focus for our writing improvement October 2026- May 2027. By December 2026, almost all staff will have implemented changes to planning approaches	SCHOOL <u>August-Oct 2026</u> • IOW introductory CLPL sessions on the IOW programme on the 15 writing elements. • Staff complete pre- IOW Professional Learning confidence survey. • Evaluate pupil learner statements • Conduct learner focus groups • Teaching staff and SLT to complete Fact, Story, Action for writing for each class. (including evaluation of pupil work) <u>October- December 2026</u>	Whole school Fact Story Action overview Professional dialogue records – what’s working well, even better if. Samples of learners’ work to demonstrate where routines are working well for learners and where impact could be greater. Evidence of feedback leading to improvement Teachers’ evaluation of implementation records and pupil engagement and success with IOW lessons.	HT and PT

Reading Gold Reading Schools Award We will build on our Silver Level Reading Schools Award.	and routines in the teaching of one IOW element. By April 2027, regular adoption of evidence-informed practices (IOW sprints) will result in improvement in almost all learners' self-concept and motivation in writing. By May 2027, 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 By May 2027, 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.	• Implementation of identified sprint (4 Week Period x2) • Professional dialogue around implementation • Assessment of pupil work <u>January- May 2027</u> • Implementation of identified sprint (4 Week Period x1) • Professional dialogue around implementation • Assessment of pupil work • Trio Observations of IOW lessons. • Teaching staff provide planned opportunities for learners to apply learning (IOW taught elements) to extended writing pieces. • Staff complete post- IOW Professional Learning confidence survey • Analysis of staff pre and post confidence surveys NURSERY • Maintain Writing Evidence Folders • Termly quality assurance of evidence by Team Leader/P1 teacher/HT • Moderation with P1 teacher November 2026, February and May 2027 • Together We Can and We Will Environmental Audit (Literacy) August 2026 and February 2027 • N5 pupils to access P1 teacher from January 2027 for writing activities • Talk for Writing to be implemented Maintain all core and silver actions plus: Build relationship with another school in order to mentor them at the start of their Reading Schools Journey. Include reading events in support of cultural and diversity days.	Records of professional dialogue around implementation gathered through trio observations. Teachers' planning of extended writing pieces incorporating IOW elements. Pupil assessments of extended pieces, including application of learning from IOW elements. Analysis of ACEL Data / CfE benchmark audit. Evaluation of changes in staff pre and post confidence surveys Evidence folders demonstrate progress in writing skills Teacher will use Duncanrig Learning Community Writing Moderation sheet. Audits and playroom visits evidence a literacy rich environment. Children will be able to retell a simple short story with increasing confidence Evidence of meeting the criteria for Gold Reading Schools Award (All evidenced from submission evidence annual calendar of events, learner	<i>LStamper and S Whitters</i> <i>Karen Elrick</i>
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2025/2026 Data P1/4/7 82.1%		Undertake reading sessions at partner nursery. Organise guest readers. Ensure Padlets and Reading Journals are in more frequent use. Hosting online book club sessions with another school. Organise author visit. EAL parent/child input of bilingual/ multi racial books. Link with local business to encourage "Read While You Wait". Celebrating school achievement in local community space. Ensure completion of Attitude and Impact Surveys. Utilizing outdoor learning library. Nursery Library visits Reading Audit (Sep 26 and March 27) Environmental Print	conversations, class observations, audits, rewards and networking links) Children have own library card Floorbook evidence Playroom Observations Audit results	<i>SWhitters and R Chlacher</i>
Progress and Impact			Next Step(s) and rationale to inform SIP for 2027/2028 or establishment maintenance agenda	
<i>What difference did we see? What did we achieve? What does your data tell you? Evidence collected to inform self-evaluation.</i> <i>Include bullet points throughout the year on progress of the above.</i> <i>Evaluative statement to be written at end of term as would be in your S&Q.</i>			<i>Clear next steps to be identified based on evidence, and decision if this continues to be a further strategic priority or moves to maintenance. Similar to what has been added to the rationale above.</i>	

Improvement Planning and Standards and Quality Reporting for 2026/2027

Priority 2 Developing Inclusion and Wellbeing (Including Digital Wellbeing)

<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> Young people's HWB; enhance impact of GIRFEC and partnership working Improving relationships, behaviour and attendance	<u>Education Resources Priority (select from drop down menus)</u> Wellbeing, equality and inclusion Outstanding learning, teaching and assessment	<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> 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion Choose an item. <u>Quality Indicators for early learning and childcare (select from drop down menus)</u> Wellbeing, inclusion and equality (Not for childminders) Children's progress (Not childminders) Choose an item.	
Rationale for strategic priority	What difference do we want to make? Outcome (Intended impact)	What will we do? Operational activity	How will we measure success? Measures	School Lead
The presumption of mainstream and the increasing level of need within our school community highlights the need for our classrooms to provide an inclusive environment for all learners.	Communication By June 2027, all teaching staff will use visual timetables and clear step-by-step instructions in classrooms, evidenced through termly learning walks showing 90% consistency across the school. By June 2027, pupil surveys will show a 10% increase in learners reporting that they understand classroom expectations and instructions. Inclusion By June 2027, participation in whole-school events and extracurricular activities for pupils with ASN will increase by 10%, tracked through club registers and pupil participation data.	All primary staff will undertake Circle Training Primary (10hrs) September 2026 to February 2026 in order to develop a consistent whole-school inclusive practice model using the CIRCLE framework to improve participation, wellbeing, and attainment for all learners. Team Leader and HT will complete Up, Up and Away Train the Trainer in order to deliver training to Early Years Workers if EYSST unable to. All staff will complete De-escalation of Distressed Behaviour Training (Fusion)	Pupil voice surveys, reduced confusion during tasks, classroom/playroom observations, quality management learning walks Participation rates, attendance, engagement levels, wider achievement data	HT/PT and TL (possible support for delivery of Up, Up and Away Training from EYSST)

	By June 2027, all classes will implement at least two inclusive learning approaches weekly (e.g., choice boards, cooperative learning, differentiated tasks), monitored through planning scrutiny and classroom observations. Relationships By June 2027, recorded behaviour incidents relating to peer conflict will reduce by 10% through the use of restorative approaches and relationship-based practice. By June 2027, 75% of pupils will report feeling safe, respected, and included in school through wellbeing questionnaire data. Collaboration By June 2027, all staged intervention meetings will include pupil voice and parental input, evidenced through meeting minutes and support plans. By June 2027, staff confidence in supporting inclusive practice will increase by 50% following professional learning opportunities, measured through pre- and post-training surveys. Learning Environment By June 2027, every classroom will provide an identified calm or regulation space, evidenced through environmental audits and learning walks. By June 2027, sensory and environmental audits will show that 100% of classrooms have implemented agreed inclusive adaptations. Equity By June 2027, the attainment gap in literacy between targeted learners and	SLT will complete Defensible Decision Making, Escalation and Management From March 2027 the school will welcome two teachers in residence to work with 4 classes and their teachers to advise, model, facilitate inclusion discussions and help provide resources from their bank of materials to further support inclusive practice.	Behaviour incidents decrease, wellbeing surveys, parent feedback Meeting records, parent engagement, additional support plans, BASPs Learning walks, sensory audits, visual supports in classrooms Tracking progress of targeted learners, attainment data, intervention impact	
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	peers (FME / Q1&2) will reduce by 10%, measured through school tracking data. By April 2027, targeted interventions for identified learners will show measurable progress for 75% of pupils involved, evidenced through staged intervention reviews. Whole-School Improvement Generic SMART Outcomes By June 2027, all classes will consistently use visual supports and predictable routines, resulting in improved engagement for targeted learners as evidenced through learning walks, pupil voice, and a 10% reduction in behaviour incidents. By June 2027, the school will establish a consistent whole-school inclusive practice framework aligned with CIRCLE, evidenced through policy updates, staff training records, and classroom observations. By May 2027, attendance for identified groups of learners will improve by 5% through targeted wellbeing and inclusion supports. By June 2027, exclusions and dysregulated behaviour incidents will reduce by 10% through proactive inclusive and nurturing approaches. By February 2026, all staff will complete professional learning on inclusive practice and apply at least one agreed strategy consistently within their classroom environment. Pupil Voice-Focused Outcomes By June 2027, all classes will provide regular opportunities for pupil voice in learning, with 90% of pupils reporting they feel listened to in school surveys. By April 2027, learner conversations and focus groups will demonstrate increased			
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The School was awarded Digital Schools Award in June 2025 and our next steps are to work towards our Digital Wellbeing Award	confidence among pupils in discussing their learning needs and supports. Leadership and Vision Our school demonstrates a culture that supports the implementation of the three main aims of the National Action Plan on Internet Safety for Children and Young People, and this is integrated into our vision and improvement plan with digital wellbeing being clearly linked to GIRFEC and safeguarding. SLT takes responsibility for defining CRIS strategy, policy and procedures to ensure there is a supportive digital wellbeing environment and this is communicated across the wider community The ICT coordinator is supported by the HT, staff and teach team and through partnerships with relevant stakeholders Decision making around the ongoing management of the digital wellbeing of staff and learners in CRIS are supported through a strong school community voice Learning and Teaching Practitioners deploy a range of strategies to support CRIS as part of their online and face-to-face teaching which reflects incidents from data gathered Practitioners have a range of support tools/resources for themselves and for their students to help develop and sustain good cyber hygiene. Assessment reflects the positive experiences young people have using technology	<u>August to October 2026</u> - Internet Safety Progressive Plan to be developed, agreed and implemented across the school at all stages (PT, Working Party, Tech Team and parents). <u>October 2026- January 2027</u> - CLPL and lessons to ensure staff and pupils are aware of both Cyber Resilience and Internet Safety - CRIS and curriculum shared with parents/carers (Event Date TBC January 2027) - Review of Health and Wellbeing Policy/ Learning, Teaching and Assessment Policy and Digital Learning and Teaching Policy to ensure digital wellbeing is included - Recording system to be devised to log and monitor technology incidents (for staff and learners) - Responsible User Agreements in place - Tech Team and wider pupil body to discuss any emerging issues and liaise with SLT (Termly) - Audits of student views and experiences including interviews	- Progressive cyber resilience and internet safety learning in place across the curriculum and at all stages. - Evidence of co-construction of policies and curriculum and sharing info with parents/carers - Evidence of staff incorporating CRIS in their planning (Forward Plans, Learning Walks, Class Visits, Learner Conversations) - Evidence that staff and learners understand the difference between Cyber Resilience and Internet Safety through CLPL/lessons linking to SHANARRI - Health and Wellbeing policy shows digital wellbeing reporting and intervention strategies for children - Policies evidence CRIS is embedded - Evidence of approach to deal with and record technology enabled incidences for both staff and learners - Evidence from minutes of meetings - Plans and evidence of working with the wider community and partner agencies/stakeholders - Staff are directed to and provided with engaging and relevant CRIS professional learning	
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	Student Digital Competence A proactive team of pupil CRIS leaders (Tech Team) are supported by staff, school senior managers and partner agencies to work with peers to inform, promote and evaluate Digital Wellbeing Students and teachers have an open dialogue about how to exploit, digital technologies to enhance their learning and life outside school. This open dialogue reflects the CRIS experiences within the school community Pupils are aware of the relationship between what they do in the digital world and their physical, social and emotional wellbeing. Students can identify how technology has a positive and negative effect on their wellbeing Professional Development and Resources Staff have been given appropriate professional learning relating to the age and stage of their learners and have a level of expertise to lead CRIS across the curriculum Staff competence and knowledge in CRIS is constantly informed by consultation, feedback, student feedback and information from relevant agencies, industry partners and stakeholders	with pupils pre and post September 2026 and March 2027 • Be Internet Legends / Be Internet Awesome Live in person assembly 27th August 2026 • CRIS-Cyber resilience and Internet Safety • BIA Teacher resources	• Evidence of tech team supporting pupil digital wellbeing through presentations at assemblies and Code Club • Lesson plans and schemes of work • Examples of student work and learning conversations • Clear instructions on how to sustain ethical and positive actions while engaging on online and remote or blended learning tasks • Audits evidence pupil self-evaluation demonstrating they have their say in how well the school is doing with CRIS and how it can be improved • Learning conversations with pupils and staff reflect the positive experiences they have using technology safely and responsibly • Discussions with tech team about their role in promoting resilience among their peers, how they support the promotion of CRIS and wellbeing to pupils, and parents/carers and how they liaise. with staff about any emerging trends, software and other usages that their peers are involved in • • Evidence of pupil access to a wide range of resources to help understand how to maintain robust CRIS and digital wellbeing and these are part of regular conversations with teachers •	
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			• Evidence of pupil choice in how they maintain their own wellbeing (for example in managing remote learning) • Evidence of parental input into student teacher dialogue • Pupils can demonstrate how digital wellbeing can impact on many other aspects of their lives, relationships and their learning • Examples of conversations with practitioners • Examples of digital leaders informing peers about the importance and methods of developing and maintaining digital wellbeing • Records of professional learning events either in-house or from external agencies or partners • Evaluations of practice • Evaluations of the effectiveness of the impact of student voice on how digital wellbeing is promoted	
Progress and Impact				Next Step(s) and rationale to inform SIP for 2027/2028 or establishment maintenance agenda

Improvement Planning and Standards and Quality Reporting for 2026/2027

Priority 3 Improving Attainment and Skills through ICT, Play and the Outdoor Environment

<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> 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 Support children and young people to develop their skills for learning, life and work	<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> 3.3 Increasing creativity and employability 3.1 Ensuring wellbeing, equality and inclusion Choose an item. <u>HGIOELC QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item. Curriculum Play and Learning Learning, Teaching and Assessment	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
The School was awarded Digital Schools Award in June 2025 and our next steps are to work towards our Equitable Creative Coding award (School and Nursery)	Computational Thinking in the World Around Us Pupils will be able to: (1) Identify shapes, patterns, processes and sequences in a range of activities across the curriculum (2) Recognise the benefits of working logically, progressively and sequentially in a range of contexts; (3) Classify, sort, group, arrange and compare information from a range of sources according to characteristics.	Teachers to be trained in order to plan, teach and provide experiences in: - Logic processes - How to create and continue patterns - BBC Learning resource What is an Algorithm? - Importance of sequences of instructions eg handwashing instructions, recipe writing, retelling a story with beginning, middle and end, produce an advert - Classifying different types of computing technology	- Forward Plans - Learning Conversations - Work Sampling - Class Visits - Minutes of Professional Learning from CATs/INSETs/Working Parties The above will evidence that pupils can demonstrate knowledge, understanding and skills in the following: - Logic processes - Create and continue patterns	<i>Sharon Sarti (PT)</i>

	Understanding Computational Processes Pupils will be able to: (1) Identify and use different forms of graphical, textual, numerical and algorithm symbols to represent different forms of information (2) Use such information to create patterns of behaviour in a variety of contexts (3) Match textual and graphic codes with basic computer languages to show they are used to direct actions. Designing, Building and Testing Coding Solutions Pupils are taught to: (1) Use coding language to build sequences of actions (2) Where appropriate, change, modify and extend those actions (3) Co-create coding systems using different languages to create a range of actions. Building Equitable Creative Coding Principles Across the Curriculum Collaboration, Creativity and Problem Solving and Reflection in Using Coding to Solve Real World Problems	- Identifying, continuing and creating groupings, such as fruit and vegetables, materials that float and sink, dinosaurs; carnivores, herbivores, and omnivores, voting for favourite book/song etc - Scratch Cat, Scratch Jr block, Scratch Jr app(Scratch Jr Teach resource, OctoStudio app, see OctoStudio Support resource. - Commonality of grouped objects - Coding - Different forms of information e.g., blood sugar monitors, route trackers, timers, supermarket scanners. - BBC Bitesize and Hello Ruby to demonstrate how computing technology works/how to use it - Making BeeBot story mat, BeeBot mat scenes, - Scratch Cat/Scratch Jr block images to direct Scratch Cat to move - Importance of tinkering; - CS unplugged KidBots resources and Human Codeapillar - Debugging and improving the algorithm (BBC Learning) - Predict what a robot/person will do when instructions are given to them. - Different coding blocks - How repeating processes can help to simplify coding and other everyday activities - Programing steps - Refine, modify and improve sequences	- The concept of 'algorithms' - Identify, continue and create sequences of instructions - Identify and classify different types of computing technology - Identify, continue and create groupings of their own - Use Scratch Cat/Scratch Jr Draw Scratch Cat to block images, direct Scratch Cat to move and plan a start, middle and end story - Identify things grouped objects have in common - Coding - Awareness of different forms of information; - How computing technology works and how to use it - BeeBot story mat/ BeeBot mat scenes - Learn through trial and error/tinkering; - Test each other's sequence of instructions using KidBots/Human Codeapillar - Identify errors/look for bugs (debug) and persevere with improving the algorithm - Predict what a robot/person will do when instructions are given to them. - Explain/identify different coding blocks Including beginning, middle and end, - Explain how repeating processes can help to simplify coding and other everyday activities. - Transfer knowledge of creating sequences - Identify if a sequence has worked or not. Say how to fix a mistake	
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Nursery requires to create, in line with Realising the Ambition, Together We Can and We Will and CFE a refreshed outdoor area where all areas are functional and ICT, literacy and numeracy are embedded. School led by Eco Committee to develop the school grounds and extension of play to include the outdoors	Play and the Outdoor Environment	• Eco-Committee and staff to visit other establishments outdoor space • Audit of the existing outdoor spaces • Distinct zones created • Extend woodworking to the outdoor area in nursery and infant classes • Frobelian practice to be refreshed in terms of growing plants and vegetables and observing nature • Ensure loose parts materials are available to foster creativity • Collaborate with local business and charities to source resources • Create a literacy and numeracy rich environment • Children to risk assess areas with staff members • Utilise ICT within the outdoor spaces • Develop a maintenance plan for the outdoor spaces.	(debug) in a sequence of instructions; • Break down a problem into a set of programming steps • Predict what coding sequences will do • Anticipate difficulties in terms of major and minor barriers to progress • Assess the success or a sequence of actions and how to refine, modify and improve sequences	
Progress and Impact				Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda

<i>What difference did we see? What did we achieve? What does your data tell you?</i> <i>Evidence collected to inform self-evaluation.</i> <i>Include bullet points throughout the year on progress of the above.</i> <i>Evaluative statement to be written at end of term as would be in your S&Q.</i>	<i>Clear next steps to be identified based on evidence, and decision if this continues to be a further strategic priority or moves to maintenance. Similar to what has been added to the rationale above</i>
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PEF Improvement Planning and Standards and Quality Reporting for 2026/27

Allocation: £61250

<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
June 2025 <i>P1 gap:</i> L&T 7.58% R 48.49% W 15.15% <i>P4 gap:</i> L&T 8.3% R 2.08% W (-) 4.17% <i>P7 gap:</i> L&T 0 % R 0% W 0%	£3000 plus SSA costs	Improved attainment in literacy and closing of the attainment gap across all 3 areas	Literacy Interventions: 1.Catch up Literacy 2. 5 minute Box Literacy 3.10 Minute Box literacy 4.Use of Read Write 5.Access to IT 6.Retrieval Spelling 7. PAT spelling 8.Continued Reading Schools Initiative resourcing and parent/child events/workshops	• Salford Reading Tests will show gap between chronological age and both reading age and comprehension age close in 80% of pupils in TIG on Catch-Up Literacy • 5 and 10 Minute Box assessments for TIG will show improvement in sounds to say/write and keywords to read/write in 70% of pupils • SWST will identify TIG for intervention who will then show increased spelling age in 75% of pupils • SNSA (P1,4,7) • PM Benchmarking will ensure pupils are on correct level of		

				reading material throughout the year. • Quest will be used at P3 to diagnostically assess strengths and weaknesses in literacy skills and appropriate interventions put in place and monitored.		
June 2025 P1 Gap N 24.24% P4 Gap: N 2.08% P7 Gap: N 40.59 %	£1620 plus SSA costs	Improved attainment in numeracy and closing of the attainment gap	Numeracy Interventions for TIG: 1.Home learning numeracy materials and parent workshops 2. Access to responsive online software as appropriate 3. 5 Minute Box Maths 4. Target Group identification for interventions 5. TJ Boost 6. Maths Box 7. Sum Dog 8. Team Teaching	• Basic Number Screening used to identify TIGs • SNSA (P1,4,7) • Quest will be used at P3 to diagnostically assess strengths and weaknesses in numeracy skills and appropriate interventions put in place and monitored. • Sumdog, TJ Boost etc responsive assessment • Big Maths assessment • Maths Recovery will show, alongside Basic Number Screening progress in 75% of skills/concepts for pupils		
	£5400	The COSD will not impact on pupil participation and access to essentials	1.Free access to all resources required to fully benefit from educational experience 2.Residential Trip 3.Transport 4. Fruit Barra 5. Nurture Trollies	• Zero cost to all pupils to engage in core curricular activities • Eligible pupils will have the cost of the residential subsidised		

				• Zero cost for transport to events/activities • Subsidised healthy snacks available • Basic school essentials available on nurture trolley		
	£3400 plus SSA cost	The needs of every child will be at the centre of our relationships work and nurturing approaches both in specific individual work, nurture groupings and across the school community. (Throughout the year the nurture model will be responsive to the needs of our school as they arise).	Child Friendly Relationships Policy Nurture to meet the needs of TIG as they arise from range below. Classic Nurture Group Semi-classic Nurture Group Mindfulness/Relaxation Group Sensory Group Friendship Group (x2 types) Sibling Group Individual Group Nurture in Nature Group Whole Class Visits Regulation Stations Visiting Passes Parent Groups Attachment Showcases	• 80% of pupils Boxall profiles will show improvement • Bespoke Nurture Timetable designed and implemented to meet identified needs • Increased parental understanding of Relationship Policy through participation in Relationships, Attachment and Nurture Showcase • Obtaining first Attachment Award		
	£12800	Extension and embedding of Play Pedagogy to ensure indoor and outdoor play meets the needs of pupils in P1,2 and 3	Being Me in SLC Training for staff Learning Journal subscription Resourcing for indoor and outdoor play Woodwork Training Froebel in-house training			
	TOTAL SPEND (incl carry forward) £	£62063 including PB				
Progress and Impact			Next Step(s) and rationale to inform PEF spend session 2026/2027.			

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Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
UNCRC (Nursery leading)		
VCPA Approach in Maths (School and Nursery)		

Evaluation of Quality Indicators

June 2026

SCHOOL

- QI 1.3 Leadership of change (Very Good)

Our vision and values provide a foundation to provide experiences to support inclusion, pupils' learning, life and work. Data is used effectively to identify and evaluate priorities, leading to improved outcomes for pupils. Leadership at all levels promotes collaboration and shared responsibility. Professional learning supports the delivery of high-quality learning experiences for pupils. Staff use data to identify targeted intervention needs and improve attainment and achievement.

- QI 2.3 Learning, teaching and assessment (Good)

Most learners are motivated and engaged in a range of quality learning experiences and are developing a clear understanding of the purpose of their learning and the steps needed to succeed. Staff respond and plan effectively to reduce barriers to learning. Ongoing observation, a range of assessment and robust tracking and monitoring are used to evaluate progress, inform next steps and identify target intervention groups.

- QI 3.1 Improving wellbeing, equality and inclusion (Good)

The importance of wellbeing underpins practice, with wellbeing indicators used to monitor and support pupils. Positive, respectful relationships between staff and learners are fostered. Equity and equality are promoted and we are committed to upholding children's rights. Inclusion and diversity are actively promoted and celebrated. Targeted support ensures that learners facing additional challenges are well supported to make good progress, achieve success and reach their potential.

- QI 3.2 Raising attainment and achievement (Good)

Most learners make good progress from prior levels of attainment with those benefiting from interventions demonstrating personal progress over time. Effective use of assessment and tracking and monitoring enables staff to monitor progress over time, respond effectively to learners' needs through TIG as required. Learner achievements across a range of contexts, are celebrated. Learners are beginning to develop confidence in taking ownership of their individual learning pathways.

NURSERY

- QI 2.2 Curriculum

The child's voice is at the centre of all planned experiences. Practitioners use local and national guidance and progressive learning pathways that effectively support tracking and monitoring and transitions. Our responsive planning allows children to lead their own learning, with high engagement levels across our indoor and outdoor environments. Most children are systematically developing key literacy, numeracy, and health and wellbeing skills for learning, life, and work.

- QI 2.3 Learning, teaching and assessment

A purposeful learning environment is provided with carefully selected resources providing appropriate challenge . Skilled staff, interact confidently with children at play, by modelling and asking high quality questions to deepen the learning. Staff undertake high quality observations, record learning in floorbooks and Learning Journals. Electronic tracking allows staff to identify TIGs required and shows that almost all children are making continuous, measurable progress.

- QI 3.1 Wellbeing, inclusion and equality

Care plans based on wellbeing allow staff to respond effectively to needs. Targets are set and reviewed regularly. Staff work well with partner agencies. In line with guidance Medical & Special Dietary plans are in place. The nursery is a welcoming and inclusive environment promoting & celebrating diversity. STINTs, ASPs and ASN meetings take place with partner agencies in attendance where appropriate. The nursery has worked very hard with children and families embedding children's rights.