

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

***East Milton Primary School***  
***East Kilbride***

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

**Timescale: 2023-2026**

| Strategic Priority | Year 1                                                                                                                                                                                                                  | Year 2                                                                                                                                                         | Year 3                                                                                                                       |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| 1.                 | Improvement in Attainment in Literacy and Numeracy (Focus Writing and Reading)                                                                                                                                          | Improvement in Attainment in Literacy and Numeracy (Focus data driven)                                                                                         | Improvement in Attainment in Literacy and Numeracy (Focus data driven)                                                       |
| 2.                 | Pupil Leadership-Young Leaders of Learning Self Evaluation in May 23 on Health is driving improvement in Theme 4:Our Health and Wellbeing in May 24 will drive any improvement in Theme 1:relationships HGIOURS HGIOURS | Equality/ UNCRC Pupil Leadership-Young Leaders of Learning Self Evaluation on Theme TBC from HGIOURS Self Evaluation for Self-improvement (Peer School Review) | Pupil Leadership-Young Leaders of Learning Self Evaluation on Theme TBC from HGIOURS Increasing Creativity and Employability |
| 3.                 | Personalised Support with focus on Whole school Nurture and Relationships                                                                                                                                               | Learning, Teaching and Assessment Personalised Support                                                                                                         | Curriculum review Personalised Support                                                                                       |

## Performance Data - Achievement of Curriculum for 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

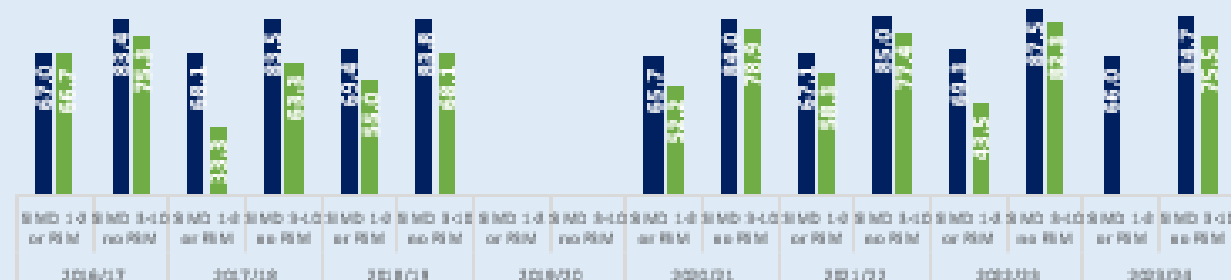
## Equity (Local) Over Time Charts

Stage: P147

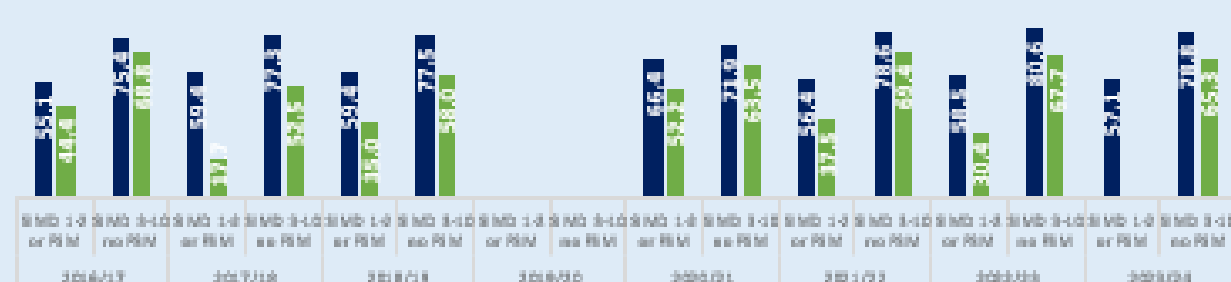
2016/17 - 2023/24

■ South Lanarkshire Council ■ School

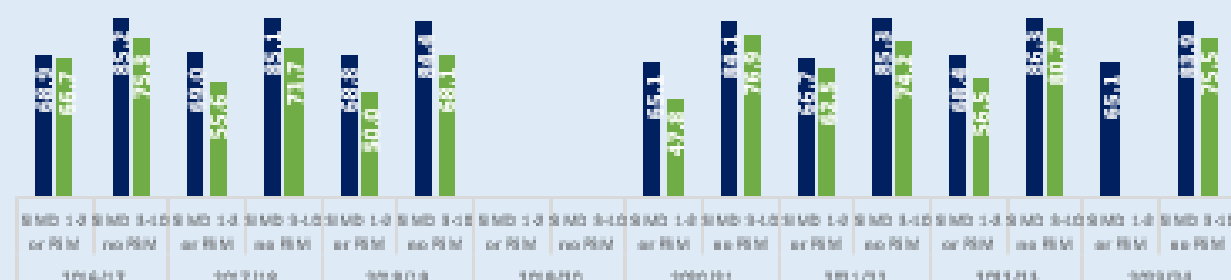
### Numeracy



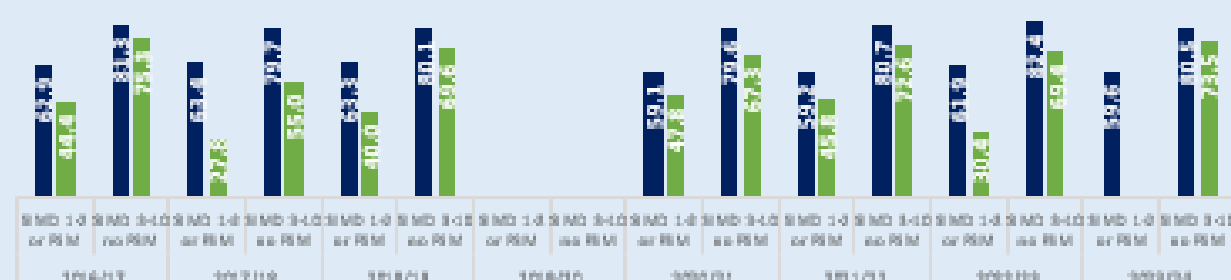
### Literacy



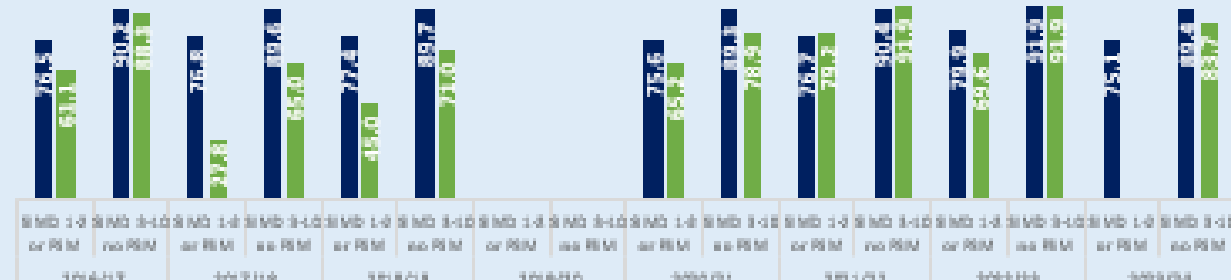
### Reading



### Writing



### Listening & Talking

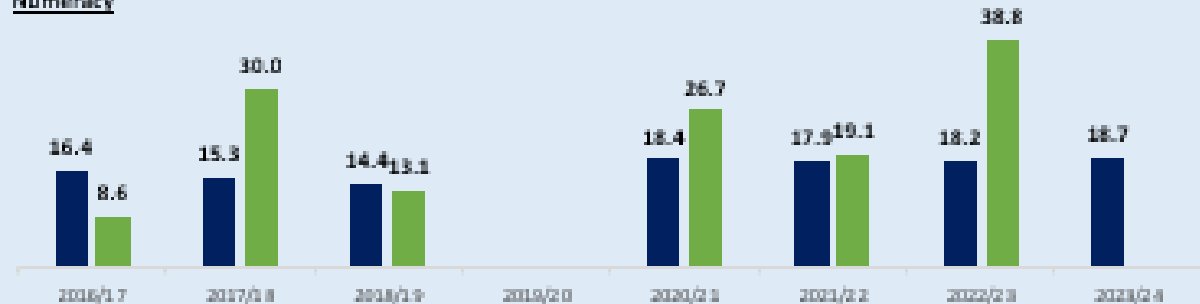


## Performance Data (Literacy and Numeracy Stage147) – Equity (Local) Gap Over Time Charts

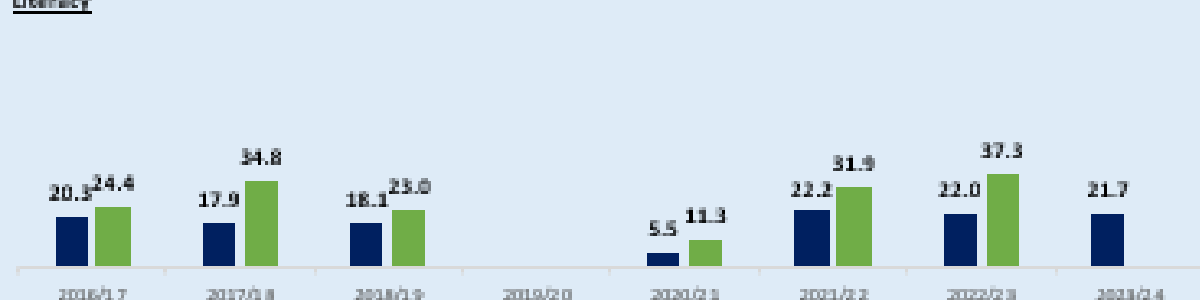
### Equity (Local) Gap Over Time Charts | Stage: P147 | 2016/17 - 2023/24

■ South Lanarkshire Council ■ School

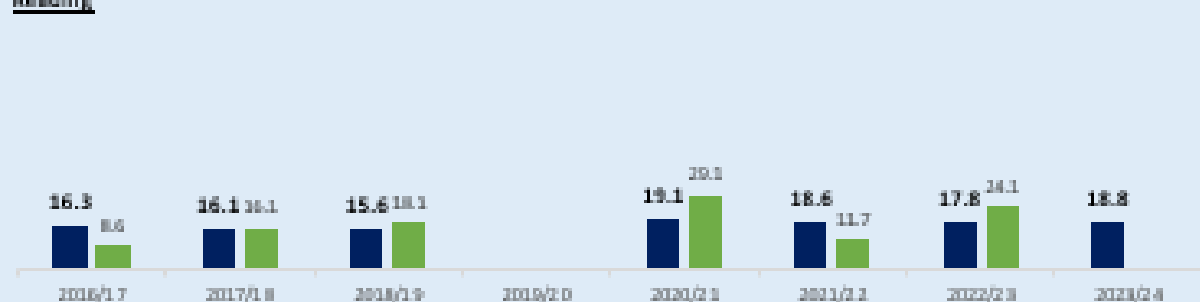
#### Numeracy



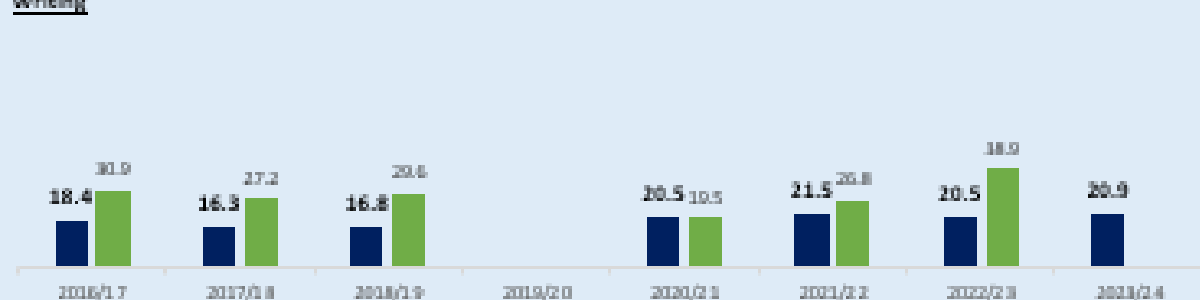
#### Literacy



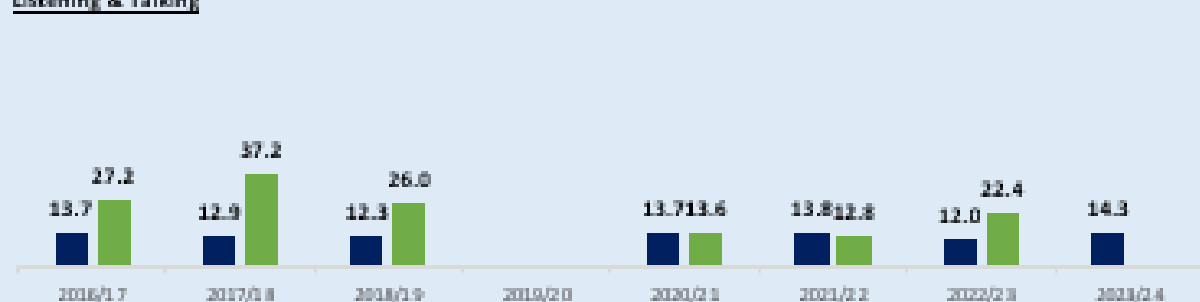
#### Reading



#### Writing



#### Listening & Talking



## 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 179. 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 seven 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

#### Manual Input (August)

Data can be extracted from previous years' SQIP document and new BGE T&M Tool 25/26 (BGE Profile tab)

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

#### School Profile

|             |                                                                                   | 1 HT                                                                                                                 |    | DHT |    | PT |                                                                                         | FTE Teachers |                                                                                          | FTE Support Staff                                                                        |                                                                                          | FTE Family Support Worker |  |
|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----|-----|----|----|-----------------------------------------------------------------------------------------|--------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------|--|
| School roll                                                                                  |                                                                                   | Number of pupils per cohort                                                                                          |    |     |    |    |                                                                                         |              | FSME (P6/7)                                                                              | SIMD Q1                                                                                  |                                                                                          | Equity (Q1 or FSM)        |  |
|                                                                                              |  | P1                                                                                                                   | P2 | P3  | P4 | P5 | P6                                                                                      | P7           | <br>% | <br>% | <br>% |                           |  |
|                                                                                              |  |                                                                                                                      |    |     |    |    |                                                                                         |              |                                                                                          |                                                                                          |                                                                                          |                           |  |
| Attendance  |                                                                                   | Care experienced (Recorded as LAC)  |    |     |    |    | ASN  |              |                                                                                          | EAL   |                                                                                          |                           |  |
| 21/22 %                                                                                      |                                                                                   | 21/22 %                                                                                                              |    |     |    |    | 21/22 %                                                                                 |              |                                                                                          | 21/22 %                                                                                  |                                                                                          |                           |  |
| 22/23 %                                                                                      |                                                                                   | 22/23 %                                                                                                              |    |     |    |    | 22/23 %                                                                                 |              |                                                                                          | 22/23 %                                                                                  |                                                                                          |                           |  |
| 23/24 %                                                                                      |                                                                                   | 23/24 %                                                                                                              |    |     |    |    | 23/24 %                                                                                 |              |                                                                                          | 23/24 %                                                                                  |                                                                                          |                           |  |
| 24/25 %                                                                                      |                                                                                   | 24/25 %                                                                                                              |    |     |    |    | 24/25 %                                                                                 |              |                                                                                          | 24/25 %                                                                                  |                                                                                          |                           |  |

#### Nursery Class Profile

|                                                                                     |     |    |      |      |              |                                                                                      |          |  |
|-------------------------------------------------------------------------------------|-----|----|------|------|--------------|--------------------------------------------------------------------------------------|----------|--|
|  | EYD | TL | EYPs | EYSW | Nursery roll |  | N4       |  |
|                                                                                     |     |    |      |      |              |  | N5       |  |
|                                                                                     |     |    |      |      |              |                                                                                      | Deferred |  |

#### ASN Base Profile

|                                                                                     |     |    |     |     |           |    |                                                                                      |    |                                                                                       |    |    |
|-------------------------------------------------------------------------------------|-----|----|-----|-----|-----------|----|--------------------------------------------------------------------------------------|----|---------------------------------------------------------------------------------------|----|----|
|  | DHT | PT | CTs | SSA | Base roll |    |  |    |  |    |    |
|                                                                                     |     |    |     |     | P1        | P2 | P3                                                                                   | P4 | P5                                                                                    | P6 | P7 |
|                                                                                     |     |    |     |     |           |    |                                                                                      |    |                                                                                       |    |    |

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

*The following will be included shortly:*

**Contextual and Excellence Summary All Stages**

**Equity Summary All Stages**

## Priority 1: Inquire To Inspire (school) and Whole School Sustainability Topic

| <b><u>NIF Priority (select from drop down menus)</u></b><br>Improvement in skills and sustained, positive school-leaver destinations for all young people<br><b><u>NIF Outcome</u></b><br>Globally respected, empowered, responsive education system; leadership, accountability, improvement<br>Staff and SLT driving excellent LTA skills, esp. for learners with ASN                           | <b><u>SLC Priority (select from drop down menus)</u></b><br>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy<br><br>Support children and young people to develop their skills for learning, life and work | <b><u>SLC Stretch Aims</u></b><br>ACEL Primary – literacy – P1, P4 & P7 combined<br>ACEL Primary – numeracy – P1, P4 & P7 combined                                                                                                                                                                                                                                                                                                                                                                                                                         | <b><u>HGIOS?4 QIs (select from drop down menus)</u></b><br>1.3 Leadership of change<br>2.3 Learning, teaching and assessment<br><b><u>3.3 Increasing creativity and employability</u></b><br><b><u>HGIOELC QIs (select from drop down menus)</u></b><br>Choose an item.<br>Choose an item.<br>Choose an item. |                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Rationale for strategic priority                                                                                                                                                                                                                                                                                                                                                                  | Outcome (Intended impact)                                                                                                                                                                                                                              | Operational activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Measures                                                                                                                                                                                                                                                                                                      | School Lead                       |
| Young Leaders of Learning and various committees ensure pupil voice is heard. Based on audit of QI 2.3 using HGIOURS by YLOL and by staff using HGIOS4 QI 2.3 we now wish to consider the increased use of pupil voice to drive Interdisciplinary Learning projects within the school. We will explore inquiry based learning approaches as a means to increasing pace, challenge and engagement. | By September 2025 staff will have reflected on current approaches to IDL identifying strengths and areas to be developed.                                                                                                                              | <u>August- October 2025</u> <ul style="list-style-type: none"> <li>SLT attendance at leadership CLPL (11<sup>th</sup> June 2025)</li> <li>Whole staff online attendance at CLPL sessions 2 and 3 during CAT 27<sup>th</sup> August 2025, 10<sup>th</sup> September 2025)</li> <li>Review of current approaches to IDL during these sessions: staff to complete the SWOT analysis tool.</li> <li>Staff to complete a teacher confidence survey</li> <li>Pupil Leuven scale undertaken as a baseline for a focus group of learners in each class.</li> </ul> | <ul style="list-style-type: none"> <li>SWOT related to schools current IDL position.</li> <li>Baseline staff confidence survey.</li> <li>Results of Leuven scale of engagement focus group</li> </ul>                                                                                                         | PT (Mrs Sarti),<br>Class Teachers |



|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
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|  | <p>By December almost all staff will have increased teacher knowledge of the Inquiry-based Learning Cycle and forming 'Big Questions'.</p> <p>By February all staff will pilot an Inquiry project, this will result in most learners being more engaged in learning activities in class.</p> <p>By February almost all learners will be able to discuss the inquiry cycle and relate inquiry classwork to this approach.</p> <p>By 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.</p> <p>By April Staff will have increased confidence in using the inquiry cycle to guide IDL lessons.</p> | <p><u>October – December 2025</u></p> <ul style="list-style-type: none"> <li>• Whole staff online attendance at CLPL sessions CLPL session 4 and 5 (1<sup>st</sup> October 2025, 22<sup>nd</sup> October 2025)</li> <li>• Staff review possible approaches to inquiry and select the approach to pilot in January.</li> <li>• Staff plan possible resources needed for the inquiry-based project. Staff prepare the inquiry cycle materials for classroom display alongside the SLC skills cards..</li> </ul> <p><u>Jan – April 2025</u></p> <ul style="list-style-type: none"> <li>• All classes undertake an inquiry-based project (may be individual class Inquiry project or shared whole school Inquiry project.</li> <li>• Learning for this project is displayed in class using the inquiry cycle.</li> <li>• Peer visits of inquiry lessons.</li> <li>• Pupil Leuven scale completed for a focus group of children in each class.</li> <li>• Retrospective planning/ tracking completed, highlighting coverage of Es and Os and skills from the SLC framework.</li> <li>• Staff discussion of projects and collaborative planning of possible next steps.</li> <li>• Staff confidence survey revisited.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff planning materials and professional dialogue related to planning.</li> <li>• Class visits, professional dialogue and learning conversations.</li> <li>• Showcase Event for whole school</li> <li>• Results of Leuven scale of engagement focus group.</li> <li>• Evaluation of planning/tracking material.</li> <li>• Results from staff confidence survey.</li> </ul> |  |
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| Learning for Sustainability<br>(School and Nursery) | <p>P1-7 Progressive Programme of Sustainability Lessons delivered</p> <p>Whole School Sustainability Topic</p> | <p><u>September 2025</u></p> <ul style="list-style-type: none"> <li>P1-7 delivery of planned Sustainability Programme devised in 2024/25</li> </ul> <p><u>Jan – April 2026</u></p> <ul style="list-style-type: none"> <li>Eco-Committee to lead whole school engagement in <b>Sustainability Topic</b> determined by Eco-Committee (May link to IDL work)</li> </ul> | <ul style="list-style-type: none"> <li>Greenflag Award</li> <li>Forward Plans</li> <li>Class Observations</li> <li>Displays</li> <li>Showcase</li> <li>Learner Conversations</li> </ul> | <p>Mrs Ross,<br/>Mrs McKenna,<br/>Mrs Callaghan</p> <p>EY Worker</p> |
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| Progress and Impact | Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda |
|---------------------|--------------------------------------------------------------------------------------------|
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### ***Inquiry Based Learning***

*The training programme undertaken by staff, upskilled class teachers, building knowledge and confidence in the use of varied pedagogy to better meet the needs of learners and increased levels of pupil engagement and motivation.*

*The dual focus on pupil support and staff capacity, created sustainable improvements in engagement and learning.*

*The whole school shared Big Questions of “What Makes a Good School?” and “How Can We Become Guardians of our Local Wild World ?” allowed pupils to lead their own learning, increased pupil motivation and ability to talk about their learning. A whole school educational outing (funded through participatory budget) extended the Big Question on conservation and sustainability. Pupils showcased their learning through the big questions and were able to talk confidently and enthusiastically about their learning through the enquiry-based learning approach. The approach had a positive impact on reading, writing, talking and listening skills.*

*An additional targeted intervention project for one cohort provided additional support to the class teacher and pupils resulting in improvements on attendance.*

*Due to the positive outcomes in relation to motivation, engagement and attendance Inquiry Based Learning will continue.*

## Improvement Planning and Standards and Quality Reporting for 2025/2026

### Priority 2: Play Pedagogy, Froebelian Practice including Woodwork Training (Nursery, P1-3 teachers) and Numeracy Development in Nursery

| <p><b><u>NIF Priority (select from drop down menus)</u></b><br/>Closing the attainment gap between the most and least disadvantaged children and young people<br/><b><u>NIF Outcome</u></b><br/>Globally respected, empowered, responsive education system; leadership, accountability, improvement<br/>Staff and SLT driving excellent LTA skills, esp. for learners with ASN</p> | <p><b><u>SLC Priority (select from drop down menus)</u></b><br/><b>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</b><br/><br/><b>Support children and young people to develop their skills for learning, life and work</b></p>                                                                                                                                  | <p><b><u>SLC Stretch Aims</u></b><br/><b>ACEL Primary – literacy – P1, P4 &amp; P7 combined</b><br/><b>ACEL Primary – numeracy – P1, P4 &amp; P7 combined</b></p>                                                                                                                                                                                                       | <p><b><u>HGIOS?4 QIs (select from drop down menus)</u></b><br/>1.3 Leadership of change<br/>2.3 Learning, teaching and assessment<br/><b><u>3.3 Increasing creativity and employability</u></b><br/><b><u>HGIOELC QIs (select from drop down menus)</u></b><br/>Choose an item.<br/>Choose an item.<br/>Choose an item.<br/><br/> <ul style="list-style-type: none"> <li>• <b>Children Experience High Quality Spaces</b></li> <li>• <b>Play and Learning</b></li> <li>• <b>Curriculum</b></li> <li>• <b>Learning, Teaching and Assessment</b></li> </ul> </p> |                                                                                                  |
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| <p><b>Rationale for strategic priority</b></p>                                                                                                                                                                                                                                                                                                                                     | <p><b>Outcome (Intended impact)</b></p>                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Operational activity</b></p>                                                                                                                                                                                                                                                                                                                                      | <p><b>Measures</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>School Lead</b></p>                                                                        |
| <p>Research indicates that play based learning approaches have a positive impact on learning outcomes for children (Education Endowment Foundation -Study)<br/>Primary 1 implement play based learning and the learning environment is already developed to incorporate three</p>                                                                                                  | <p>By August 2025, school SLT will have an enhanced understanding of play pedagogy and will have developed an agreed vision for how this will look in our school context.<br/><br/>By September 2025, Primary 1.2 and 3 learning environments will be developed to incorporate three distinct zones: Creative, Discovery, and Social. Learners will be engaged and consulted throughout the design process.</p> | <p><u>August – October 2025</u></p> <ul style="list-style-type: none"> <li>• SLT to attend CLPL Session 1: Leadership of play (30<sup>th</sup> May 2025)</li> <li>• Share with P2 and 3 teachers and P1-3 parents, East Milton's current vision, rationale and Play Pedagogy Policy referencing Realising the Ambition, Being Me in SLC, Scottish Government</li> </ul> | <ul style="list-style-type: none"> <li>• Implementation of our clear overview of our school's rationale for our play vision, including reference to key national and local guidance, what we hope to achieve and timescales.</li> <li>• Initial continuous provision audit tool/classroom environment evaluation through self-reflection/ visits.</li> </ul>                                                                                                                                                                                                   | <p>P1 teacher (Miss Hutchison), HT (Lesley Callaghan), EYWs (Judy Harvey and Hayley Wallace)</p> |

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| <p>distinct zones: Creative, Discovery, and Social in line with Deirdre Grogan training undertaken by P1 teacher. It is time now to upskill P2 and P3 staff in this pedagogy and further extend the play experience to the outdoors.</p> <p> <span style="color: green;">Froebel Training undertaken by HT and 2 EYWs will be cascaded to P1,2 and 3 teachers to incorporate some key aspects into infant classes practice.</span> </p> <p> <span style="color: red;">Woodwork CPD as part of the above required for safe implementation within the curriculum (P1-3 teachers and all Early Years Staff)</span> </p> | <p>By October 2025 planning for learning, teaching and assessment will reflect the teach, target, play approach. Almost all learners will experience quality adult-led and adult-initiated activities whilst also having opportunities for child-led play. Key Frobelian approaches incorporated.</p> <p>By end of October, almost all pupils will make progress in literacy and numeracy from prior levels of attainment.</p> | <p>Play: Vision Statement and Action Plan 2025-2030.</p> <ul style="list-style-type: none"> <li>• Lead teacher and 3 infant teachers attend CLPL Session 2 – The Environment (20<sup>th</sup> August 2025)</li> <li>• Implement learning from session and look at current environment.</li> <li>• Complete an observation using the Leuven Scale of Engagement, identify areas where learners are most engaged and not engaged.</li> <li>• Consult learners and make changes where required.</li> <li>• Set up creative, social and discovery zones.</li> <li>• Complete play environment audit to identify further resources needed to ensure a wide range of play materials are available to support child-led learning both indoors and outdoors.</li> <li>• <span style="color: blue;">Play Pedagogy Working Party 1 - (17<sup>th</sup> September 2025) Froebel - Principles and Practice (JH), Block Play (LC), Exploring Clay (LC) and Sewing, Threading and Weaving (HW)</span></li> <li>• Lead teacher and 3 infant teachers attend CLPL Session 3 – Planning for LTA – Teach, Target, Play (24<sup>th</sup> September 2025).</li> <li>• Review current LTA approach in class and identify changes</li> </ul> | <ul style="list-style-type: none"> <li>• Analysis of completed Leuven Scale of Engagement documentation</li> <li>• Review of continuous provision audit tool/classroom environment evaluation through self-reflection/visits</li> <li>• <span style="color: green;">Developing Froebelian Principles in Practice Reflection Tool (pre implementation)</span></li> <li>• Teachers planning tools will reflect the teach, target, play approach in a chosen area of the curriculum.</li> </ul> |  |
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|  | <p>By January 2026 teachers will have increased confidence in observing learning through play and responsively planning to meet learner needs. This will lead to an increase in engagement for almost all learners.</p> <p>By end of January, almost all pupils will make progress in literacy and numeracy from prior levels of attainment.</p> | <p>required. Implement Teach, Target, Play approach.</p> <ul style="list-style-type: none"> <li>• Play Pedagogy Working Party 2 - (8th October 2025) Froebel –Re-engaging with Nature and Cooking (HW)</li> <li>• Ongoing assessment of key literacy and numeracy learning</li> </ul> <p><u>October 2025 – January 2026</u></p> <ul style="list-style-type: none"> <li>• Lead teacher and 3 infant teachers attend CLPL Session 4 – Observations and Documentation (22<sup>nd</sup> October 2025)</li> <li>• Review current approach and implement meaningful observations alongside documentation.</li> <li>• Additional Visit from Development officer to support.</li> <li>• Play Pedagogy Working Party 3 - (4<sup>th</sup> November 2025) Froebel – Quality Observations, Songs, Rhymes and Finger Games (JH and HW)</li> <li>• INSET (10<sup>th</sup> November 2025) Woodworking Unit 1 and 2</li> <li>• Lead teacher (class teacher/ teacher leading play pedagogy) attend CLPL Session 5 – Moving Play Forward (19<sup>th</sup> November 2025)</li> </ul> | <ul style="list-style-type: none"> <li>• Use of formative, summative and diagnostic assessment materials, to monitor and track progress in learning and identify next steps. T&amp;M Meetings</li> <li>• Introduce Learning Journey observation template/Learning Journals for 3-6 pupils per week to demonstrate play observations by class teacher in class, linked to the Leuven scale to measure engagement</li> <li>• DO/Lead teacher joint action planning</li> </ul> |  |
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|  | <p>By May 2026 learners will have opportunities to contribute ideas of how to improve the environment, including the development of the outdoor space.</p> <p>By May 2026 the classroom environment and outdoor environment will have evolved to reflect learners' interests and needs.</p> | <ul style="list-style-type: none"> <li>• Play Pedagogy Working Party 4 - (27<sup>th</sup> November 2025)<br/>Woodworking Unit 3</li> <li>• Play Pedagogy Working Party 5- (10<sup>th</sup> December 2025)<br/>Woodworking Unit 4</li> <li>• Play Pedagogy Working Party 6 - (27<sup>th</sup> November 2025)<br/>Woodworking Unit 5</li> <li>• Lead teacher and 3 infant teachers attend CLPL Session 6 – Play Pedagogy and Meeting Learner Needs (21<sup>st</sup> Jan 2026). Consideration of variety of needs in class and how play is adapted to meet those needs. Identify pupils who require adapted approach and implement differentiated activities.</li> <li>• Ongoing assessment of key literacy and numeracy learning</li> </ul> <p><u>February - June 2026</u></p> <ul style="list-style-type: none"> <li>• Teacher to use floor books as a planning tool with the children to document responsive, environmental play planning. Play provision in the classrooms will reflect responsive planning.</li> <li>• INSET (18<sup>th</sup> February 2026)<br/>Woodworking Unit 6,7 and 8</li> </ul> | <ul style="list-style-type: none"> <li>• Use of formative, summative and diagnostic assessment to monitor and track progress in learning and identify next steps. T&amp;M Meetings</li> <li>• Introduce Floor books to capture evidence of the extent to which pupil voice has contributed to development of the environment.</li> <li>• Continue Learning Journey observation template for 3/6 pupils per week to demonstrate play observations by class teacher in class, linked to the Leuven scale to measure engagement.</li> </ul> |  |
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|  | <p>By June, almost all pupils will make progress in literacy and numeracy from prior levels of attainment.</p> <p>Development of Numeracy in Nursery</p> | <ul style="list-style-type: none"> <li>• Ongoing assessment of key literacy and numeracy learning</li> <li>• <i>Attend CLPL Session 7 – Sharing Good Practice (1<sup>st</sup> April 2026)</i></li> <li>• <i>Share good practice with peers and opportunity to learn from others who have undertaken this play journey.</i></li> </ul> <p><u>August – October 2025</u></p> <ul style="list-style-type: none"> <li>• Numeracy Audit</li> <li>• Maths Recovery Approaches</li> <li>• Numeracy Home Link Bags</li> <li>• Numeracy Group Time Targets Identified</li> </ul> | <ul style="list-style-type: none"> <li>• Use of formative, summative and diagnostic assessment e.g. SWRA, ELSA and NSA materials, to monitor and track progress in learning and identify next steps. T&amp;M Meetings</li> <li>• Review/update of our school's Play Vision document, ascertaining the extent to which outcomes have been achieved, and agree next steps.</li> <li>• Developing Froebelian Principles in Practice Reflection Tool (post implementation)</li> <li>• Staff skilled and Woodwork being offered in Nursery, P1, P2 and P3</li> <li>• Audits will show progress made to the numeracy rich environment</li> <li>• Planning, Tracking and Monitoring will show increase in numeracy skills of children</li> <li>• Numeracy Parent Workshop attendance and use of Home-Link Materials feedback will show strengths and next steps</li> <li>• Survey of parents will show increased confidence</li> </ul> | <p>Lynsey Stamper (EYW)</p> |
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| Progress and Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <ul style="list-style-type: none"> <li>• <i>East Milton's Play Policy was completed for P1-3 defining a clear overview of our school's rationale for our play vision, taking account of key national and local guidance and what we aim to achieve. The policy has been put into practice and play is embedded to very good effect in Primary 1 and to good effect in P2 and 3.</i></li> <li>• <i>Miss Hutchison (previously trained and lead teacher), Mrs Pentleton, Miss McKinven and Mrs Ross's attendance at SLC CLPL Play Pedagogy Series of training, upskilled staff and instilled confidence in the delivery of a Play Based Pedagogical Approach in the infant classes. Play Pedagogy working parties provided some opportunities for staff to collaborate and receive support. All meetings were minuted to ensure clear points for action were identified. Implementation of action points has been varied. SLC Play Pedagogy Lead, Lucy Harris provided input at one session to provide further support and advice. Creative, social and discovery zones are apparent in each classroom and used to very good effect by learners. Learners are consulted with changes to both the environment and activities adapted for age and stage, needs and interests of pupils.</i></li> <li>• <i>Early in Session 2025/26 Miss Hutchison completed observations using the Leuven Scale of Engagement, identifying areas where learners are most engaged and not engaged. In May 26 staff received practical training on using the Leuven Scale.</i></li> <li>• <i>A play environment audit was completed by the P1 teacher to identify further resources needed to ensure a wide range of play materials are available to support child-led learning both indoors and outdoors. Our outdoor play area outside P1-3 has been measured and permanent fencing, with a gate will be installed.</i></li> <li>• <i>Our approach to Learning Teaching and Assessment in relation to a Play Based Learning approach in class was reviewed and identified changes required. Our implementation of the Teach, Target, Play approach is evident in the P1, P2 and P3 classrooms but more consistency is required. The implementation of clear documentation of meaningful observations requires more consistency. Learning Journals are embedded in Primary 1 but not as yet in P2 and P3.</i></li> <li>• <i>All Early Years Workers undertook the Woodwork Training and completed this in April 2026. Staff now feel confident in delivering woodworking opportunities for children, on a rotational area basis. Staff have cascaded to children the safety requirements and children are confidently putting on high viz vests and goggles and know the reasons for this. We agreed to start with one indoor woodwork bench. A variety of different materials and tools have been available for children to use. This has taught the children about the density of different materials, the way tools work and techniques to be used. This has extended children's skills, vocabulary and early engineering skills. A woodworking folder shows the children's skill development.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Support any temporary staff in session 26/27 to ensure continued Play Based Learning.</i></li> <li>• <i>Termly Play Based Learning Meetings/Working Party to identify and ensure actions are fully implemented across all infant classes.</i></li> <li>• <i>Termly class visits and Pupil Focus Group discussions (formal and informal)</i></li> <li>• <i>SMT/ class teachers to undertake termly observations using the Leuven Scale to measure engagement.</i></li> <li>• <i>Completion of secure outdoor play area for P1-3. PEF to be used to purchase required resources.</i></li> <li>• <i>SMT to undertake monthly monitoring of Learning Journal entries. Termly tracking and Monitoring Meetings.</i></li> <li>• <i>To extend woodworking experiences to the outdoor area.</i></li> <li>• <i>Further audit of additional tools and resources to be undertaken.</i></li> </ul> |



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| <ul style="list-style-type: none"><li>• <i>Cascading of Froebelian practice was not able to commence due to staff absence.</i></li></ul> | <ul style="list-style-type: none"><li>• <i>EYWs to support delivery of woodworking experiences in infant classes in session 26/27.</i></li><li>• <i>Cascading of Froebelian Practice to be shared with P1,2 and 3 teachers and SSAs.</i></li></ul> |
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## Improvement Planning and Standards and Quality Reporting for 2025/2026

### Priority 3 : Curriculum: Digital Schools (Digital Wellbeing and ECC Awards), Reading Schools (Silver Award)

| <p><b><u>NIF Priority (select from drop down menus)</u></b></p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p><b><u>NIF Outcome</u></b></p> <p>Enhanced digital LTA; tackling digital inequality</p> <p>Choose an item.</p> | <p><b><u>SLC Priority (select from drop down menus)</u></b></p> <p>Support children and young people to develop their skills for learning, life and work</p> <p>Choose an item.</p>                                                                                                                                                                                                                                                                                                                                                                        | <p><b><u>SLC Stretch Aims</u></b></p> <p>ACEL Primary – numeracy – P1, P4 &amp; P7 combined</p> <p>Choose an item.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b><u>HGIOS?4 QIs (select from drop down menus)</u></b></p> <p>3.3 Increasing creativity and employability</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>Choose an item.</p> <p><b><u>HGIOELC QIs (select from drop down menus)</u></b></p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <ul style="list-style-type: none"> <li>Curriculum</li> <li>Play and Learning</li> <li>Learning, Teaching and Assessment</li> </ul>               |                          |
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| Rationale for strategic priority                                                                                                                                                                                                                                                      | Outcome (Intended impact)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Operational activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | School Lead              |
| <p>The School was awarded Digital Schools Award in June 2025 and our next steps are to work towards our <b>Digital Wellbeing Award</b> and <b>Equitable Creative Coding award</b> (School and Nursery)</p>                                                                            | <p><b>Leadership and Vision</b></p> <p>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.</p> <p>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</p> | <p><b><u>August to October 2025</u></b></p> <ul style="list-style-type: none"> <li>Internet Safety Progressive Plan to be developed, agreed and implemented across the school at all stages (PT, Working Party, Tech Team and parents). <b>Working Party 17<sup>th</sup> September 2025 to start work</b></li> </ul> <p><b><u>October 2025- January 2026</u></b></p> <ul style="list-style-type: none"> <li>CLPL and lessons to ensure staff and pupils are aware of both Cyber Resilience and Internet Safety <b>Working Party 8<sup>th</sup> October 2025 and INSET 10<sup>th</sup> November 2025</b></li> </ul> | <ul style="list-style-type: none"> <li>Progressive cyber resilience and internet safety learning in place across the curriculum and at all stages.</li> <li>Evidence of co-construction of policies and curriculum and sharing info with parents/carers</li> <li>Evidence of staff incorporating CRIS in their planning (Forward Plans, Learning Walks, Class Visits, Learner Conversations)</li> <li>Evidence that staff and learners understand the difference between</li> </ul> | <p>Sharon Sarti (PT)</p> |

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|  | <p>The ICT coordinator is supported by the HT, staff and teach team and through partnerships with relevant stakeholders</p> <p>Decision making around the ongoing management of the digital wellbeing of staff and learners in CRIS are supported through a strong school community voice</p> | <ul style="list-style-type: none"> <li>• CRIS and curriculum shared with parents/carers (Event Date TBC January 2025)</li> <li>• Review of Health and Wellbeing Policy/ Learning, Teaching and Assessment Policy and Digital Learning and Teaching Policy to ensure digital wellbeing is included Working Party 28<sup>th</sup> October</li> <li>• Recording system to be devised to log and monitor technology incidents (for staff and learners) Working Party 4<sup>th</sup> November 2025</li> <li>• Responsible User Agreements in place</li> <li>• Tech Team and wider pupil body to discuss any emerging issues and liaise with SLT (Termly)</li> <li>• Audits of student views and experiences including interviews with pupils pre and post September 2025 and March 2026</li> </ul> | <p>Cyber Resilience and Internet Safety through CLPL/lessons linking to SHANARRI</p> <ul style="list-style-type: none"> <li>• Health and Wellbeing policy shows digital wellbeing reporting and intervention strategies for children</li> <li>• Policies evidence CRIS is embedded</li> <li>• Evidence of approach to deal with and record technology enabled incidences for both staff and learners</li> <li>• Evidence from minutes of meetings</li> <li>• Plans and evidence of working with the wider community and partner agencies/stakeholders</li> <li>• Staff are directed to and provided with engaging and relevant CRIS professional learning</li> <li>• Evidence of tech team supporting pupil digital wellbeing through presentations at assemblies and Code Club</li> <li>• Lesson plans and schemes of work</li> <li>• Examples of student work and learning conversations</li> <li>• Clear instructions on how to sustain ethical and positive actions while engaging on online and remote or blended learning tasks</li> </ul> |  |
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|  | <p><b>Learning and Teaching</b><br/>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<br/>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</p> <p><b>Student Digital Competence</b><br/>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</p> <p>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</p> <p>Pupils are aware of the relationship between what they do in the digital world</p> | <ul style="list-style-type: none"> <li>• Be Internet Legends / Be Internet Awesome</li> <li>• CRIS-Cyber resilience and Internet Safety</li> <li>• BIA Teacher resources</li> </ul> | <ul style="list-style-type: none"> <li>• 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</li> <li>• Learning conversations with pupils and staff reflect the positive experiences they have using technology safely and responsibly</li> <li>• 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.</li> <li>• with staff about any emerging trends, software and other usages that their peers are involved in •</li> <li>• 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 •</li> <li>• Evidence of pupil choice in how they maintain their own wellbeing (for example in managing remote learning)</li> <li>• Evidence of parental input into student teacher dialogue</li> <li>• Pupils can demonstrate how digital wellbeing can impact on many</li> </ul> |  |
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|  | <p>and their physical, social and emotional wellbeing. Students can identify how technology has a positive and negative effect on their wellbeing</p> <p><b>Professional Development and Resources</b><br/>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</p> <p>Staff competence and knowledge in CRIS is constantly informed by consultation, feedback, student feedback and information from relevant agencies, industry partners and stakeholders</p> <p><b>Computational Thinking in the World Around Us</b></p> <p>Pupils will be able to:</p> <p>(1) Identify shapes, patterns, processes and sequences in a range of activities across the curriculum</p> <p>(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.</p> | <p>Teachers to be trained in order to plan, teach and provide experiences in:</p> <ul style="list-style-type: none"> <li>• Logic processes</li> <li>• How to create and continue patterns</li> <li>• BBC Learning resource What is an Algorithm?</li> <li>• Importance of sequences of instructions eg handwashing instructions, recipe writing, retelling a story with beginning, middle and end, produce an advert</li> <li>• Classifying different types of computing technology</li> <li>• Identifying, continuing and creating groupings, such as fruit and vegetables, materials that float and sink, dinosaurs; carnivores,</li> </ul> | <p>other aspects of their lives, relationships and their learning • Examples of conversations with practitioners</p> <ul style="list-style-type: none"> <li>• Examples of digital leaders informing peers about the importance and methods of developing and maintaining digital wellbeing</li> <li>• Records of professional learning events either in-house or from external agencies or partners</li> <li>• Evaluations of practice</li> <li>• Evaluations of the effectiveness of the impact of student voice on how digital wellbeing is promoted</li> </ul> <ul style="list-style-type: none"> <li>• Forward Plans</li> <li>• Learning Conversations</li> <li>• Work Sampling</li> <li>• Class Visits</li> <li>• Minutes of Professional Learning from CATs/INSETs/Working Parties</li> </ul> <p>The above will evidence that pupils can demonstrate knowledge, understanding and skills in the following:</p> <ul style="list-style-type: none"> <li>• Logic processes</li> <li>• Create and continue patterns</li> <li>• The concept of 'algorithms'</li> <li>• Identify, continue and create sequences of instructions</li> <li>• Identify and classify different types of computing technology</li> </ul> |  |
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|  | <p><b>Understanding Computational Processes</b></p> <p>Pupils will be able to:</p> <p>(1) Identify and use different forms of graphical, textual, numerical and algorithm symbols to represent different forms of information</p> <p>(2) Use such information to create patterns of behaviour in a variety of contexts</p> <p>(3) Match textual and graphic codes with basic computer languages to show they are used to direct actions.</p> <p><b>Designing, Building and Testing Coding Solutions</b></p> <p>Pupils are taught to:</p> <p>(1) Use coding language to build sequences of actions</p> <p>(2) Where appropriate, change, modify and extend those actions</p> <p>(3) Co-create coding systems using different languages to create a range of actions.</p> <p><b>Building Equitable Creative Coding Principles Across the Curriculum</b></p> <p><b>Collaboration, Creativity and Problem Solving and Reflection in Using Coding to Solve Real World Problems</b></p> | <p>herbivores, and omnivores, voting for favourite book/song etc</p> <ul style="list-style-type: none"> <li>Scratch Cat ,Scratch Jr block, Scratch Jr app( Scratch Jr Teach resource, OctoStudio app, see OctoStudio Support resource.</li> <li>Commonality of grouped objects</li> <li>Coding</li> <li>Different forms of information e.g., blood sugar monitors, route trackers, timers, supermarket scanners.</li> <li>BBC Bitesize and Hello Ruby to demonstrate how computing technology works/how to use it</li> <li>Making BeeBot story mat, BeeBot mat scenes,</li> <li>Scratch Cat/Scratch Jr block images to direct Scratch Cat to move</li> <li>Importance of tinkering;</li> <li>CS unplugged KidBots resources and Human Codeapillar</li> <li>Debugging and improving the algorithm (BBC Learning)</li> <li>Predict what a robot/person will do when instructions are given to them.</li> <li>Different coding blocks</li> <li>How repeating processes can help to simplify coding and other everyday activities</li> <li>Programing steps</li> <li>Refine, modify and improve sequences</li> </ul> | <ul style="list-style-type: none"> <li>Identify, continue and create groupings of their own</li> <li>Use Scratch Cat/Scratch Jr Draw Scratch Cat to block images, direct Scratch Cat to move and plan a start, middle and end story</li> <li>Identify things grouped objects have in common</li> <li>Coding</li> <li>Awareness of different forms of information;</li> <li>How computing technology works and how to use it</li> <li>BeeBot story mat/ BeeBot mat scenes</li> <li>Learn through trial and error/tinkering;</li> <li>Test each other's sequence of instructions using KidBots/Human Codeapillar</li> <li>Identify errors/look for bugs (debug) and persevere with improving the algorithm</li> <li>Predict what a robot/person will do when instructions are given to them.</li> <li>Explain/identify different coding blocks Including beginning, middle and end,</li> <li>Explain how repeating processes can help to simplify coding and other everyday activities.</li> <li>Transfer knowledge of creating sequences</li> <li>Identify if a sequence has worked or not. Say how to fix a mistake (debug) in a sequence of instructions;</li> <li>Break down a problem into a set of programing steps</li> <li>Predict what coding sequences will do</li> </ul> |  |
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| <p><b>Silver Reading Schools Award</b></p> <p><b>We will build on our Core Level Reading Schools Award:</b></p> | <p><b>Expanding Reading Experiences:</b></p> <ul style="list-style-type: none"> <li>• <b>Author Visits:</b> Inviting authors to speak with students and share their work.</li> <li>• <b>Library Visits:</b> Encouraging students to explore and utilize library resources.</li> <li>• <b>External Expertise:</b> Bringing in other professionals or experts to enhance the reading experience.</li> <li>• <b>Celebrating Reading:</b> Celebrate reading in wider groups or as a whole-school event.</li> <li>• <b>Community Involvement:</b> Plan a community reading initiative</li> </ul> <p>The Reading Leaders have offered Paired Reading support to all infant classes three times a week</p> <p>They have also paired up with younger classes to share reading activities</p> <p>The Reading leaders and the reading lead teacher have lead lunchtime reading clubs for Primary 4 and 5, then primary 6 and 7</p> <p>The reading lead teacher shared a TRG presentation and signposted online courses with all staff</p> <p>TLCs were dedicated to sharing reading initiatives and setting up Padlets for all classes</p> | <p><b>Maintain all core actions plus:</b></p> <p><b>Reading Leadership Group</b> continue to lead</p> <p><b>Learner Role Modelling</b> where learners support one another in more formal ways such as:</p> <ul style="list-style-type: none"> <li>• Paired reading</li> <li>• Acting as reading mentors</li> <li>• Sharing storytelling activities with reading buddies</li> <li>• Leading a reading club</li> </ul> <p><b>Staff Being Seen as Readers Themselves</b></p> <ul style="list-style-type: none"> <li>• Display with QR codes of staff talking about their reading preferences</li> </ul> <p><b>Extend Staff Development</b></p> <ul style="list-style-type: none"> <li>• Involving the whole staff team in training around reading for pleasure</li> <li>• Reading more widely about the pedagogy and contemporary research around reading for pleasure</li> <li>• Engaging with colleagues across the school and sharing work e.g.</li> </ul> | <ul style="list-style-type: none"> <li>• Anticipate difficulties in terms of major and minor barriers to progress</li> <li>• Assess the success or a sequence of actions and how to refine, modify and improve sequences</li> </ul> <p>Evidence of meeting the criteria for expanding reading experiences for the whole school community from:</p> <ul style="list-style-type: none"> <li>• Reading Leadership Group Meeting Minutes</li> <li>• Timetable of Paired Reading</li> <li>• Reading Club Attendance</li> <li>• Interactive Displays Promoting Reading</li> <li>• Staff engagement and skill building from CLPL</li> <li>• Enhanced links with library/bookshop/authors</li> <li>• Increased accessibility to free books both indoors and out and spaces to read comfortably and in a social setting</li> <li>• Generated excitement for reading from our school culture and events in-house and national</li> <li>• Further extension of books, authors to show diversity</li> <li>• Increased staff awareness of pupils interests for reading themes</li> <li>• Increased family engagement in reading events and culture</li> <li>• Incentives to reward progress in reading</li> <li>• Home-link bags</li> </ul> <p>(All evidenced from annual calendar of events, learner conversations, class</p> | <p><i>Anne Baxter</i></p> |
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|  | <p>All children were offered the chance to register for the local library, with around 45 children getting new library cards</p> <p>Around 50 new library books have been ordered and by June all classes will have access to a “borrow box” with new contemporary literature</p> <p>Reading Leadership Team and staff have been involved in planning and evaluating all reading initiatives throughout the year</p> | <p>via online communication or face-to-face meetings</p> <p><b>Staff Knowledge of Contemporary Children’s Literature</b></p> <p>At silver level we will ensure that staff have access to contemporary children’s literature to read in one of the below ways, or in another way that suits our setting:</p> <ul style="list-style-type: none"> <li>• Inviting your local librarian in to talk to staff about new reading materials available to them and ensuring they have a library card</li> <li>• Gifting contemporary children’s reading material to each staff member, encouraging them to share across the team</li> <li>• Having a ‘borrow box’ in the staff room with regularly updated contemporary children’s reading materials</li> <li>• Arranging a staff trip to a local bookshop to speak to booksellers about contemporary children’s titles</li> </ul> <p><b>Whole School Action Plan</b></p> <ul style="list-style-type: none"> <li>• Agree action plan in collaboration with their learner and staff reading leadership group with agreed plans to check and monitor progress</li> </ul> | <p>observations, audits, rewards and networking links)</p> |  |
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|  | <p>All children have daily opportunities to read outside in open areas, on the logs, trim trail, pitch and playground.</p> <p>Primary 4-7 have had the opportunity to take part in a lunchtime reading club</p> <p>All children in the school took part in “Reading Schools Week” with a focus on raising the profile of DEAR time</p> <p>The whole school celebrated “World Book Day” and attended an assembly</p> <p>New contemporary and diverse books have been ordered and distributed to each class</p> | <p><b>School Environment</b></p> <p>Create opportunities for learners to read outside the classroom in one of the below ways, or in another way that suits our school and learners:</p> <ul style="list-style-type: none"> <li>• Having reading sessions outdoors or in unusual places</li> <li>• Having reading spaces in the playground, e.g. a reading bench or storytelling chair</li> <li>• Having a playground library</li> <li>• Reading Club</li> <li>• Incorporating reading into school events and celebrations</li> </ul> <p><b>National Events and Celebrations</b></p> <p>We will generate excitement around reading by taking part in one of the below initiatives, or in another that suits their setting and learners:</p> <ul style="list-style-type: none"> <li>• National Book Week World Book Day/National Poetry Day/ Local reading events</li> <li>• Incorporate reading into other international events / days / celebrations, e.g. Black History Month, International Women’s Day, Empathy Day, Eid, Diwali, Earth Day, Pride Month</li> </ul> <p><b>Access to High Quality Reading Materials</b></p> <p>Extend access to contemporary reading materials by:</p> |  |  |
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|  | <p>Primary 5- 7 access eBooks through EPIC reader</p> <p>Primary 1-7 have been given QR codes to access books</p> <p>By June each class will have shared their book projects with the rest of the school</p> <p>Staff have regular discussions with learners wearing g “Ask me what I am reading badges”</p> <p>Staff read to children weekly</p> | <ul style="list-style-type: none"> <li>• Providing all learners with the opportunity to join the local public library for lifelong access to books, other reading materials, eBooks and audiobooks</li> </ul> <p><b>Regular Opportunities to Read for Pleasure</b></p> <ul style="list-style-type: none"> <li>• Having regular reading throughout the day/week</li> <li>• DEAR time (Drop Everything and Read)</li> <li>• Including reading for pleasure time in home learning</li> </ul> <p><b>Interdisciplinary Book Projects</b></p> <ul style="list-style-type: none"> <li>• Provide an opportunity for classes to share their book projects across the school</li> </ul> <p><b>Modelling Reading Behaviours</b></p> <p>Inviting members of the community in to read</p> <p><b>Staff led Meaningful Conversations Around Books</b></p> <p>Staff will ensure they know about learners' interests and have regular conversations with them about their personal reading in one of the below ways, or in another way that suits our school and classes:</p> <ul style="list-style-type: none"> <li>• Modelling discussion by chatting with individual learners during whole-class reading time / other times, in ways which are enjoyable and engaging</li> </ul> |  |  |
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|  | <p>Each class has set up a Padlet to allow children and staff to share book preferences</p> <p>Each class has been shown Speedy Reading</p> <p>Each class has daily opportunities for DEAR</p> | <ul style="list-style-type: none"> <li>Supporting learners with individual strategies for choosing reading material they might like during class time / library periods, e.g. Secondary schools may use Story Deck</li> <li>Providing reading recommendations for individual learners in line with their interests, ability, identities and preferences</li> </ul> <p><b>Creating Learner Social Networks</b></p> <p>We will allocate time for all learners to chat about reading materials with each other in ways that are personally enjoyable, meaningful and engaging, using one of the below ways, or in another way that suits our school and classes:</p> <ul style="list-style-type: none"> <li>Having a set time for peer discussion following DEAR time / other times as appropriate</li> <li>Introducing book speed-dating</li> <li>Playing <a href="#">Book Jenga</a> to spark conversations around books</li> <li>Pairing up learners to chat about what they are currently reading – this could include famous character duo cards to randomise pairings</li> </ul> <p>Learner social networks will have a more formal structure in one of the below ways, or in another way that suits our school:</p> <ul style="list-style-type: none"> <li>Offering interest-based clubs or groups during break times / free lessons / breakfast or after school</li> </ul> |  |  |
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|  | <p>By June book club boxes will be available for children to books to take home. Reviews/recommendation opportunities will be available within this</p> <p>Primary 1 – 4 have Reading Bookworm Journals that are incorporated into the class homework</p> <p>By June Primary 5 -7 will contribute to a reading school newsletter</p> | <p>clubs tailored to our school community</p> <ul style="list-style-type: none"> <li>• Hold regular reading networking events for learners, e.g. a reading café or reading quiz</li> <li>• Hosting online book club sessions – these could include learners from other schools</li> <li>• Providing book club boxes for learners to take home, including a shared notebook for comments / questions</li> </ul> <p><b>Opportunities for Learners to Respond to What They Are Reading</b></p> <p>We will allow all learners to respond to what they're reading in a variety of engaging and innovative / creative ways that best suit their needs in one of the below ways, or in another way that suits our school:</p> <ul style="list-style-type: none"> <li>• Reading journal / drawing</li> <li>• Blog / vlog / book trailers</li> <li>• Social media posts</li> <li>• Book review / recommendation for school newspaper / website</li> <li>• Creative writing piece</li> <li>• Use of expressive arts, e.g. drama, music, dance etc.</li> <li>• Enterprise project, e.g. creating a school recipe book based on favourite books</li> </ul> <p><b>Access to Authors</b></p> <p>All learners should have the opportunity to engage with authors (writers, poets, illustrators or storytellers) in one of the</p> |  |  |
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|  | <p>Children in each class have had the opportunity to access Authors Live lessons</p> <p>All children attended an author visit by Debbie Quinn (Leonard's Lunch)</p><br><br><br><br><p>Primary 1 – 3 had their packs presented for the following;</p> <p>Primary 1 – Bookbug<br/>Primary 2 and 3 Read, Write, Count bags</p> <p>Each class has an interactive Padlet which can be accessed at home</p> <p>All children took part in a Reading Snake</p> <p>Parents and Carers attended a "Christmas Read a long"</p> <p>An after school book swap was set up to allow children/ parents/ carers to donate and take old books</p> <p>Parent/ carer and pupils attended an outdoor Booknic</p> | <p>below ways, or in another way that suits our school:</p> <ul style="list-style-type: none"> <li>• Watching <a href="#">Authors Live</a> (Live or On Demand)</li> <li>• Arranging an author visit or residency</li> <li>• Attending / taking part in an online book festival or other book-related event</li> <li>• Taking part in an online book chat with an author, poet, illustrator or storyteller</li> </ul> <p><b>Raising the Profile of Reading with Families</b></p> <ul style="list-style-type: none"> <li>• Providing access to reading materials to take home / encouraging families to join their local library for access to books, other reading materials, eBooks and audiobooks</li> <li>• Engaging with families about the school's reading projects and incorporating fun reading activities into home learning as appropriate</li> <li>• Holding special events, e.g. reading picnics, book café, evening reading by the campfire</li> <li>• Inviting families to attend / take part in online author events, e.g. Authors Live or virtual book festival</li> <li>• Inviting families into school for P1 Bookbug Family Bag and Read Write Count with the First Minister gifting events</li> </ul> <p><b>Rewarding Progress and Recognising Personal Achievement</b></p> |  |  |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | By June selected children from each class will receive prizes (books) for demonstrating commitment to reading for enjoyment. | <ul style="list-style-type: none"><li>• Holding a prize-giving assembly, or including reading materials as prizes in other award categories within the school</li><li>• Having a reading party</li><li>• Rewarding learners with a Book Bistro / Hot Chocolate chat or other reading event</li><li>• Gifting books, e.g. for Christmas or birthdays</li></ul> |                                                                                            |                     |      |    |      |      |                                                                                                                        |  |
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| Progress and Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                               | Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda |                     |      |    |      |      |                                                                                                                        |  |
| <p>The high focus on reading has been reflected in attainment:</p> <div><p>Attainment In Reading</p><table><tr><th>Year</th><th>Percentage Achieved</th></tr><tr><td>2025</td><td>78</td></tr><tr><td>2026</td><td>82.1</td></tr></table></div>                                                                                                                                                                                                                                                                                     |                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                               | Year                                                                                       | Percentage Achieved | 2025 | 78 | 2026 | 82.1 | <p>Continue with our Reading Schools Award Journey Silver to Gold</p> <p>Link in with Muiredge Primary or AN OTHER</p> |  |
| Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Percentage Achieved                                                                                                          |                                                                                                                                                                                                                                                                                                                                                               |                                                                                            |                     |      |    |      |      |                                                                                                                        |  |
| 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 78                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                               |                                                                                            |                     |      |    |      |      |                                                                                                                        |  |
| 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 82.1                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                               |                                                                                            |                     |      |    |      |      |                                                                                                                        |  |
| <p>East Milton continued to expanding reading experiences through:</p> <ul style="list-style-type: none"><li>• <b>Author Visits:</b> Inviting authors to speak with students and share their work.</li><li>• <b>Library Visits:</b> Encouraging students to explore and utilize library resources.</li><li>• <b>External Expertise:</b> Bringing in other professionals or experts to enhance the reading experience.</li><li>• <b>Celebrating Reading:</b> Celebrate reading in wider groups or as a whole-school event.</li></ul> |                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                               |                                                                                            |                     |      |    |      |      |                                                                                                                        |  |

- **Community Involvement:** Plan a community reading initiative

### **East Milton is a Reading School**

The Reading Leaders have ensured that the profile of East Milton as a Reading School has been maintained and extended over the session with pupils, staff, partners, special visitors, parents and carers involvement. The Reading Leadership Team and staff have been involved in planning and evaluating all reading initiatives throughout the year (as documented in our Silver Reading Schools submission).

Reading is embedded in the daily activities planned. All children have daily opportunities to read outside in open areas, on the logs, trim trail, pitch and playground. DEAR (Drop Everything and Read) takes place in all classrooms.

The Reading Leaders provided Paired Reading support to all infant classes three times a week along with undertaking shared reading activities with their assigned infant class ensuring our youngest pupils were supported. They exhibited excellent role model skills and provided opportunities for younger pupils to read with older peers.

The Reading leaders and the Reading Lead Teacher led lunchtime reading clubs for Primary 4, 5, 6 and 7 allowing pupils a comfortable environment to choose to engage in reading for pleasure.

### **Whole School and Parental Engagement Events planned by the Reading Leadership Team took place:**

- DEAR was the focus of our Reading Schools Week.
- The whole school celebrated “World Book Day” and attended an assembly
- Parents and Carers attended a “Christmas Read a long”
- All children took part in a Reading Snake
- An after school book swap was set up to allow children/ parents/ carers to donate and take old books
- Parent/ carer and pupils attended an outdoor Booknic
- Primary 1 – Bookbug packs
- Primary 2 and 3 Read, Write, Count bags
- All children were offered the chance to register for the local library, with around 45 children getting new library cards
- Children in each class have had the opportunity to access Authors Live lessons
- All children attended an author visit by Debbie Quinn (Leonard’s Lunch)
- Primary 1 – 4 have Reading Bookworm Journals that are incorporated into the class homework
- By June Primary 5 -7 will contribute to a reading school newsletter

### **Staff Knowledge of Resources/Events and Initiatives to Support Reading**

- Teacher Learning Community sessions were dedicated to sharing reading initiatives and setting up Padlets for all classes, allowing children and staff to share book preferences, with the padlet also being accessible at home
- The Reading Lead Teacher shared a Teacher Reading Group presentation and signposted to online courses
- New contemporary and diverse books have been ordered and distributed to each class
- Primary 5- 7 access eBooks through EPIC reader
- Primary 1-7 have been given QR codes to access books

- 50 new library books have been ordered and by June all classes will have access to a “borrow box” with new contemporary literature
- Staff have regular discussions with learners wearing “Ask me what I am reading badges”
- Staff read to children weekly
- DEAR is embedded
- Book Project Sharing
- Speedy Reading
- By June book club boxes will be available for children to take home books with reviews/recommendation opportunities available within this

**Digital Schools Awards submissions were not progressed due to HT and staff absence.**

Digital School Awards will carry forward into Session 26/27.



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

### Allocation:

| <p style="text-align: center;"><b><u>SLC Stretch Aims</u></b></p> <p style="text-align: center;"><b>ACEL Primary – literacy – P1, P4 &amp; P7 combined</b><br/> <b>ACEL Primary – numeracy – P1, P4 &amp; P7 combined</b><br/> <b>Cost of the School Day</b></p> |                              |                                                                                      |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                        |                           |
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| Rationale for PEF / PB Spend                                                                                                                                                                                                                                     | Allocation of PEF / PB spend | Outcome (Intended impact)                                                            | Operational activity                                                                                                                                                                                                                                                                                                                      | Measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mid year review<br>RAG | End of year review<br>RAG |
| <p><b>June 2025</b></p> <p><i>P1 gap:</i><br/>L&amp;T 2.78%<br/>R (-)5.56%<br/>W (-)2.8%</p> <p><i>P4 gap:</i><br/>L&amp;T 15.15%<br/>R 27.83%<br/>W 26.26%</p> <p><i>P7 gap:</i><br/>L&amp;T 16.74%<br/>R 38.76%<br/>W 33.5%</p>                                | £4000 plus SSA costs         | Improved attainment in literacy and closing of the attainment gap across all 3 areas | Literacy Interventions:<br>1.Catch up Literacy<br>2. 5 minute Box Literacy<br>3.10 Minute Box literacy<br>4.Use of Read Write<br>5.Access to IT<br>6. Classroom support for Talk for Writing<br>7.Retrieval Spelling<br>8. PAT spelling<br>9.Continued Reading Schools Initiative resourcing and parent/child events/workshops<br>10.Neli | <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>SWST will identify TIG for intervention who will then show increased spelling age in 75% of pupils</li> <li>SNSA (P1,4,7)</li> </ul> |                        |                           |

|                                                                                              |       |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |
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|                                                                                              |       |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>PM Benchmarking will ensure pupils are on correct level of reading material throughout the year.</li> <li>Quest will be used at P3 to diagnostically assess strengths and weaknesses in literacy skills and appropriate interventions put in place and monitored.</li> </ul>                                                                                                                                                                        |  |  |
| <p>June 2025</p> <p>P1 Gap<br/>N 11.1%</p> <p>P4 Gap:<br/>19.2%</p> <p>P7 Gap:<br/>33.5%</p> | £3350 | Improved attainment in numeracy and closing of the attainment gap        | <p>Numeracy Interventions for TIG:</p> <ol style="list-style-type: none"> <li>1.Home learning numeracy materials and parent workshops</li> <li>2. Access to responsive online software as appropriate</li> <li>3.Staff CLPL</li> <li>4. 5 Minute Box Maths</li> <li>5. Target Group identification for interventions</li> <li>6.Family Learning</li> <li>7. Team Teaching (PT) timetable for P4-7</li> </ol> | <ul style="list-style-type: none"> <li>Basic Number Screening used to identify TIGs</li> <li>SNSA (P1,4,7)</li> <li>Quest will be used at P3 to diagnostically assess strengths and weaknesses in numeracy skills and appropriate interventions put in place and monitored.</li> <li>Sumdog, TJ Boost etc responsive assessment</li> <li>Big Maths assessment</li> <li>Maths Recovery will show, alongside Basic Number Screening progress in 75% of skills/concepts for pupils</li> </ul> |  |  |
|                                                                                              | £5000 | The COSD will not impact on pupil participation and access to essentials | <ol style="list-style-type: none"> <li>1.Free access to all resources required to fully benefit from educational experience</li> <li>2.Residential Trip</li> </ol>                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Zero cost to all pupils to engage in core curricular activities</li> </ul>                                                                                                                                                                                                                                                                                                                                                                          |  |  |

|                            |                                    |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                               |  |  |
|----------------------------|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|                            |                                    |                                                                                                                                                                                                                                                                                                | 3.Transport<br>4. Fruit Barra<br>5. Nurture Trollies                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Eligible pupils will have the cost of the residential subsidised</li> <li>Zero cost for transport to events/activities</li> <li>Subsidised healthy snacks available</li> </ul> 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.<br>(Throughout the year the nurture model will be responsive to the needs of our school as they arise). | Launch of Relationships Policy Event<br>Nurture to meet the needs of any TIG as they arise from range below.<br>Classic Nurture Group<br>Semi-classic Nurture Group<br>Mndfulness/Relaxation Group<br>Sensory Group<br>Friendship Group (x2 types)<br>Sibling Group<br>Individual Group<br>Nurture in Nature Group<br>Whole Class Visits<br>Regulation Stations<br>Visiting Passes<br>Parent Groups | <ul style="list-style-type: none"> <li>80% of pupils Boxall profiles will show improvement</li> <li>Bespoke Nurture Timetable designed and implemented to meet identified needs</li> <li>Increased parental understanding of Relationship Policy through participation in Relationships, Attachment and Nurture Showcase</li> <li>Obtaining first Attachment Award</li> </ul> |  |  |
|                            | £12500                             | 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<br>Learning Journal subscription<br>Resourcing for indoor and outdoor play<br>Woodwork Training<br>Froebel in-house training                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                               |  |  |
|                            | TOTAL SPEND (incl carry forward) £ | £60,812 including PB                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                               |  |  |
| <b>Progress and Impact</b> |                                    |                                                                                                                                                                                                                                                                                                | <b>Next Step(s) and rationale to inform PEF spend session 2026/2027.</b>                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                               |  |  |

### **Cost of the School Day**

*10 pupils entitled to FSM had the cost of their residential trip subsidised by an additional £170.*

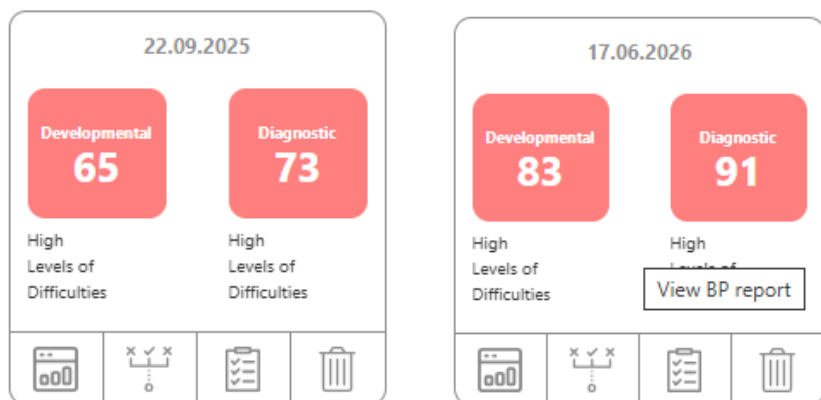
*Transport to all events were at no charge to pupils.*

*The Fruit Barra did not run this year.*

*All basic essentials were provided for pupils in school, at no cost to families.*

### **Targeted Nurture**

*Due to a pupil with a high level of need (information below) and staff absence the nurture room, on the whole, was used for one-to-one support for one child.*



*There was therefore limited access to nurture groups. The boxall profiles for those children who accessed nurture sessions show the following:*

*COSD will continue next year ensuring access to education is free at point of entry.*

*The PT will release the Nurture Teacher in session 26/27 to undertake targeted bespoke nurture intervention sessions. School support assistants rather than the nurture teacher will be more heavily used to support a pupil with a high level of need who finds it difficult to sustain even short periods of time in their mainstream class.*

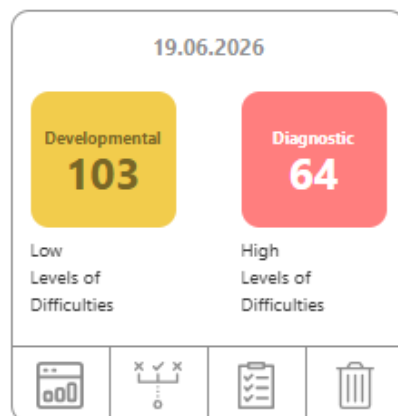
*The school will build on the very good work of the Attachment Leads and complete work on "Hear Their Voice" as part of our Attachment Journey, using the same model which worked to very good effect.*

*Attachment Group will devise a pupil friendly version of our Relationship Policy and the key messages will be revisited regularly in class, at assemblies, in staff meetings, in day to day interactions and with parents/carers.*

*See next steps in Priority 2 section.*

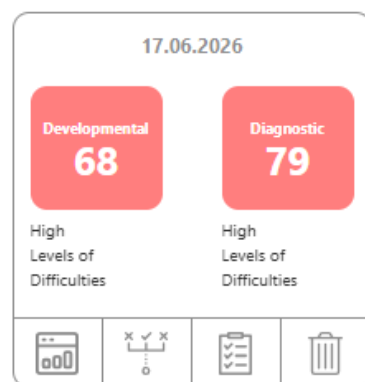
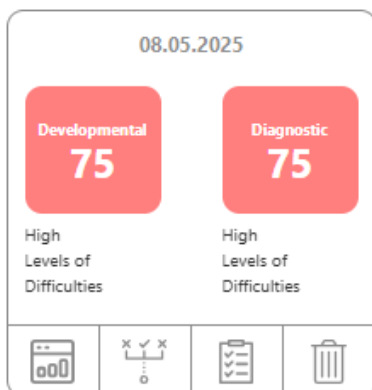
*Pupil A May 2025*

*Pupil A June 2026*



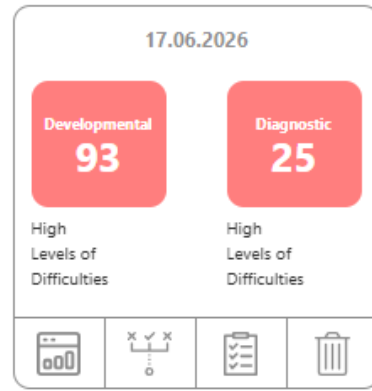
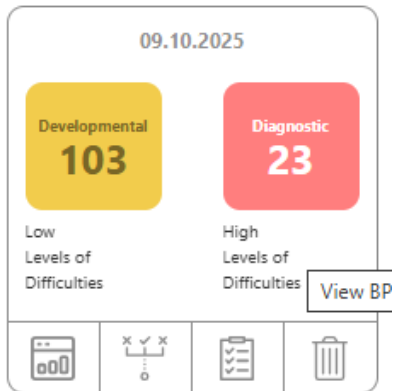
*Pupil B May 2025*

*Pupil B June 2026*



*Pupil B Oct 2025*

*Pupil B June 2026*



### **Whole School Work on Attachment and Relationships Policy**

*The Attachment Ambassadors and Lead Teachers made significant impact on pupil. Parent/carer and staff understanding of attachment informed practice. Pupils showcased their learning to parents at 3 Attachment Showcase events which were well attended by families. Parent/Carer feed back was extremely positive. Pupils were able to talk confidently about their learning, demonstrating very good understanding. The school submission for Attachment accreditation was successful with school receiving its first award “Act to Make a Difference”.*

*The Relationships Policy was launched and well received.*

### **Play Pedagogy**

*See evaluations for Play Based Learning in Priority 2 section.*

### **5 Minute Box Literacy**

*TIG Primary 1 Group*

83% of pupils made positive progress across the key areas of sounds to say and sounds to write.

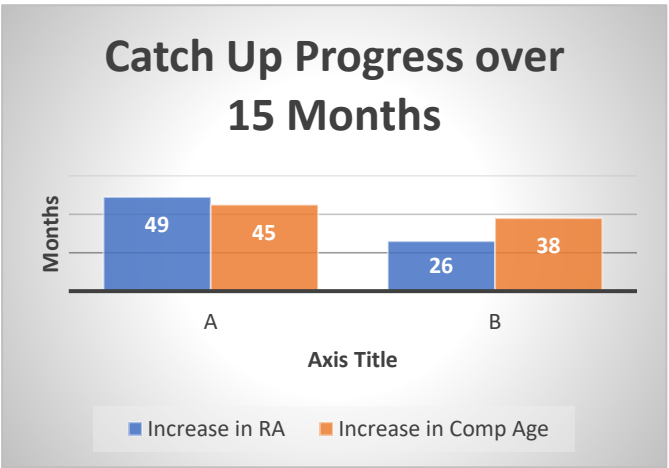
TIG Primary 2 Group

100% of pupils made positive progress across the key areas of sounds to say, sounds to write and reading keywords. Assessment of writing keywords for this group is incomplete and will carry over to August 26.

TIG Primary 3 Group

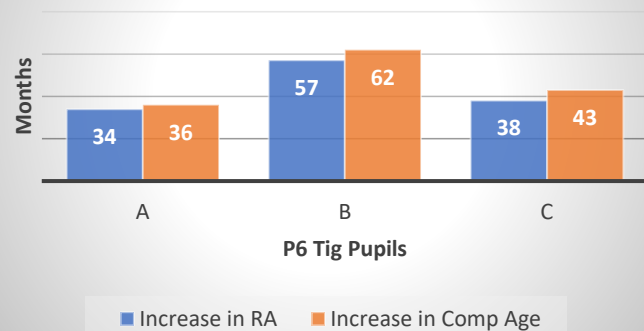
100% of pupils made positive progress across the key areas of sounds to say, sounds to write and reading keywords.

Catch -Up Literacy P5 TIG Group



P6 TIG Group

## Catch Up Progress over 32 Months

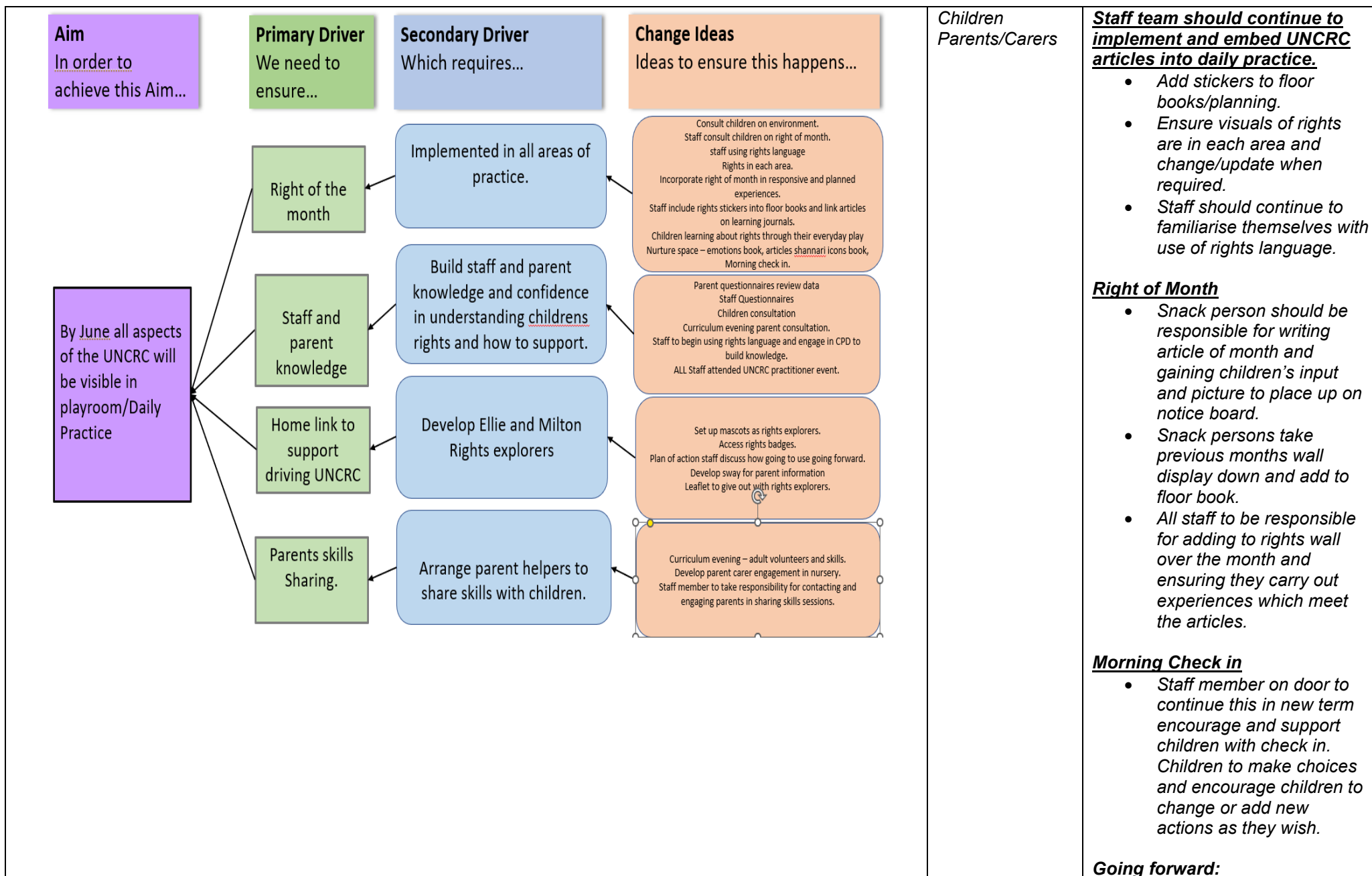


*P4 TIG Group not reported on as time on intervention is too short.*

## Maintenance Agenda

| Key actions            | Relevant stakeholder involvement | Timeline for completion |
|------------------------|----------------------------------|-------------------------|
| <i>UNCRC (Nursery)</i> | <i>Early Years Team</i>          | <u><i>Ongoing:</i></u>  |





|                                                              |                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              |                                           | <u><b>Ellie and Milton our Rights Explorers.</b></u> <ul style="list-style-type: none"> <li>• On Inservice day Staff team to agree on a launch day for Ellie and Milton the Rights Explorers.</li> <li>• Set rights challenges for Ellie and Milton – agree on articles being used for challenges.</li> <li>• Agree on who will lead and action home link bears with support from all staff when required.</li> <li>• Sway can go out to parents</li> <li>• Leaflet and “Let’s Explore our Rights” book can go out with Milton and Ellie to start off with.</li> </ul> |
| Equalities (School and nursery)                              | School Community and Equalities Committee | Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Attachment Award and Launch of Relationships Policy (School) | School Community                          | Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                              |                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                              |                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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### Evaluation of Quality Indicators

**School: East Milton**

**Month: June**

**Year: 2025**

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