

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



High Mill Primary
Carluke

Strategic Improvement Priorities Plan over 3-year cycle

Timescale: August 2025 – June 2028

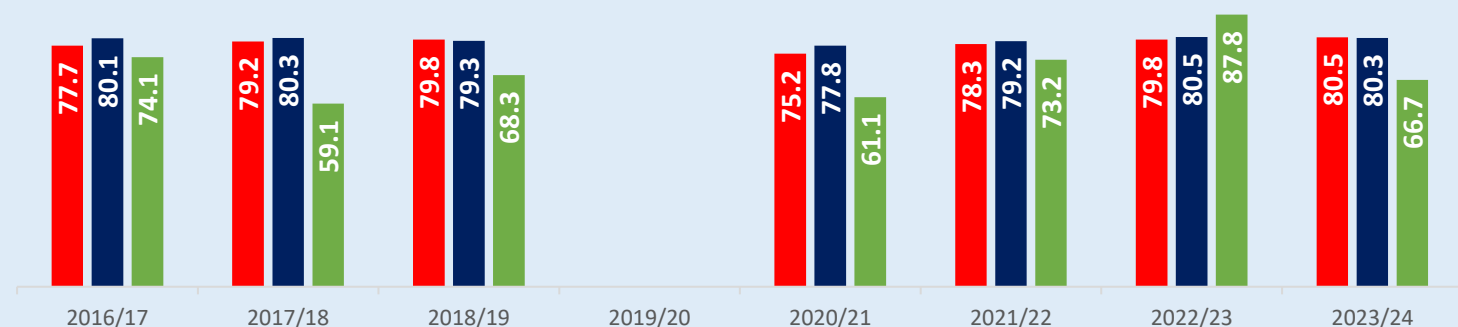
Strategic Priority	Year 1 2025-2026	Year 2 2026-2027	Year 3 2027-2028
1.	Enhancing feedback and questioning to provide appropriate challenge for all learners.	Develop pupil-led approaches to feedback and redevelop digital portfolios.	Extend challenge-focused pedagogy into interdisciplinary, enquiry and skills-based learning.
2.	Piloting an intensive wellbeing class for learners requiring significant personalised support for emotions, engagement and wellbeing.	Staffing dependent – continue pilot programme for intensive wellbeing. OR Building a refreshed whole school wellbeing culture	
3.	Quality improvement approach to improving writing (NIWP).	Embed NIWP practices to deepen writing	Extend NIWP approaches and tools across the curriculum

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

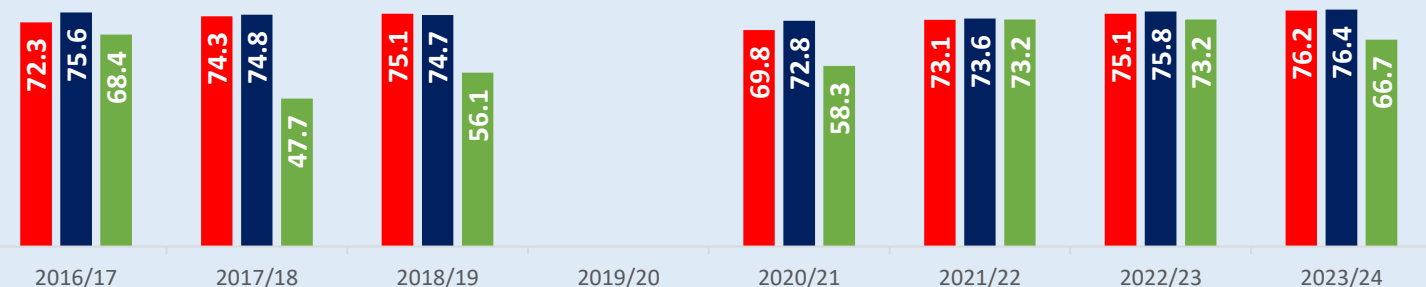
Performance Data (Literacy and Numeracy Stage P1, 4 & 7 - Excellence Over Time 2016/17-2023/24)

KEY		Scotland		South Lanarkshire Council		School
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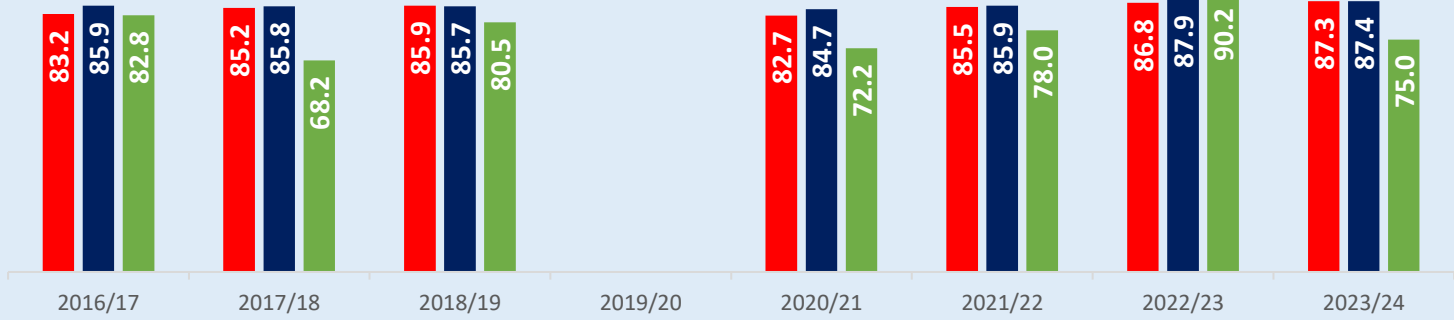
Reading



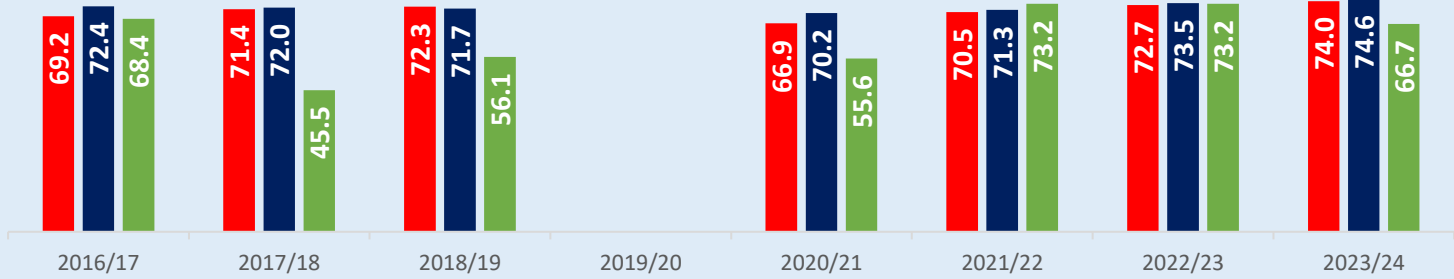
Writing



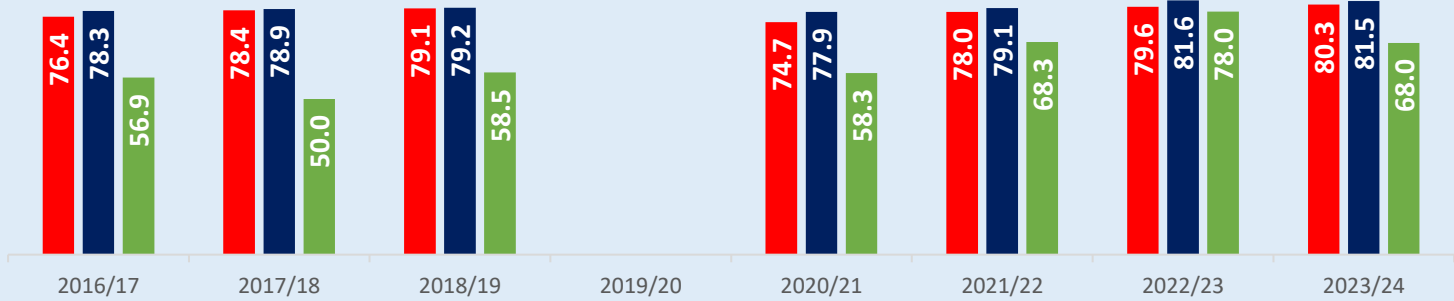
Listening & Talking



Literacy



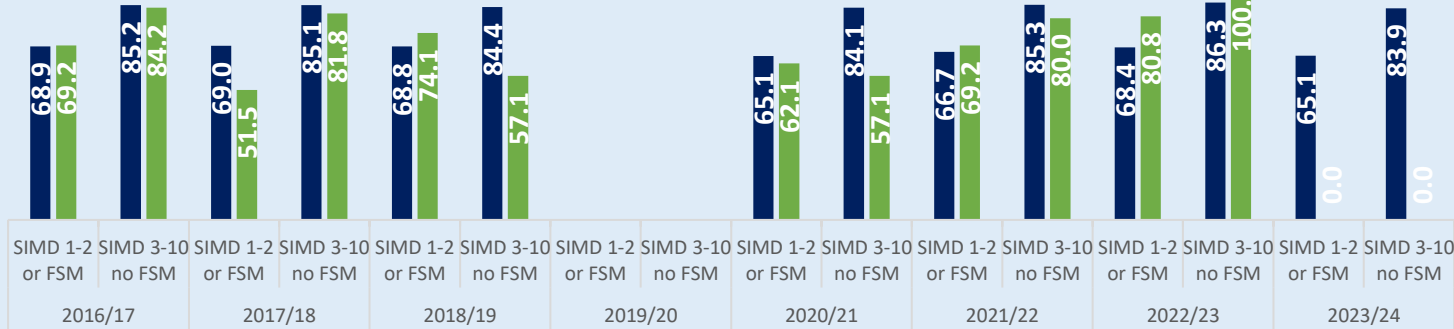
Numeracy



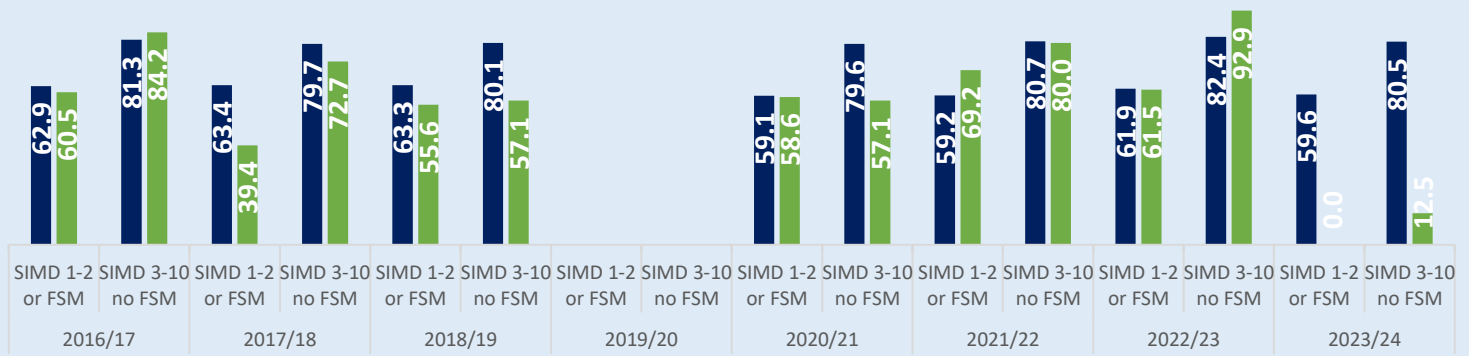
Performance Data (Literacy and Numeracy Stage P1, 4 & 7) - Equity (Local) Over Time

KEY	South Lanarkshire Council	School
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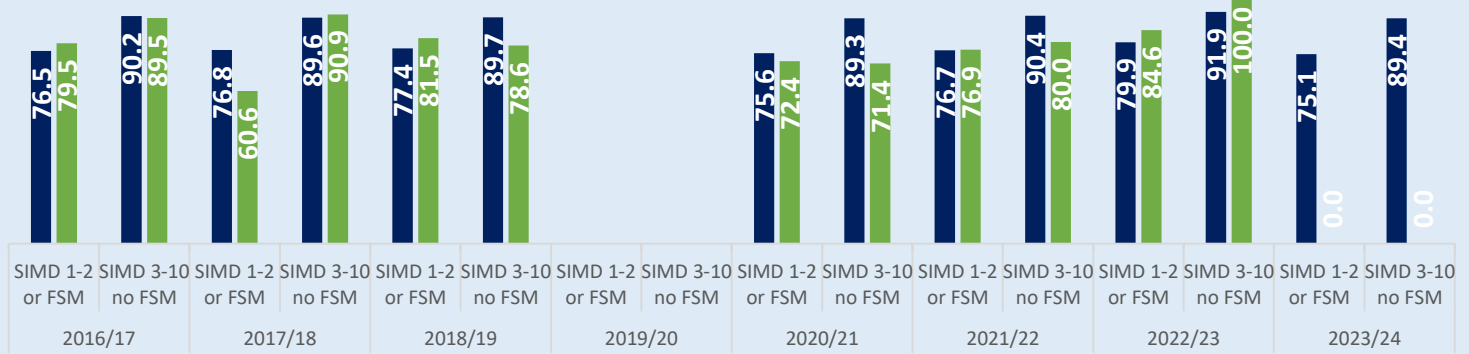
Reading



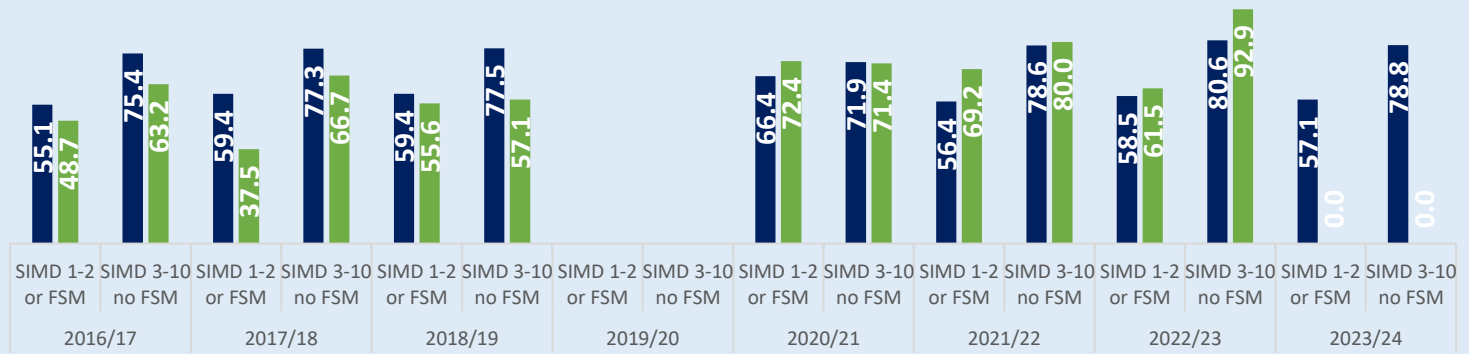
Writing



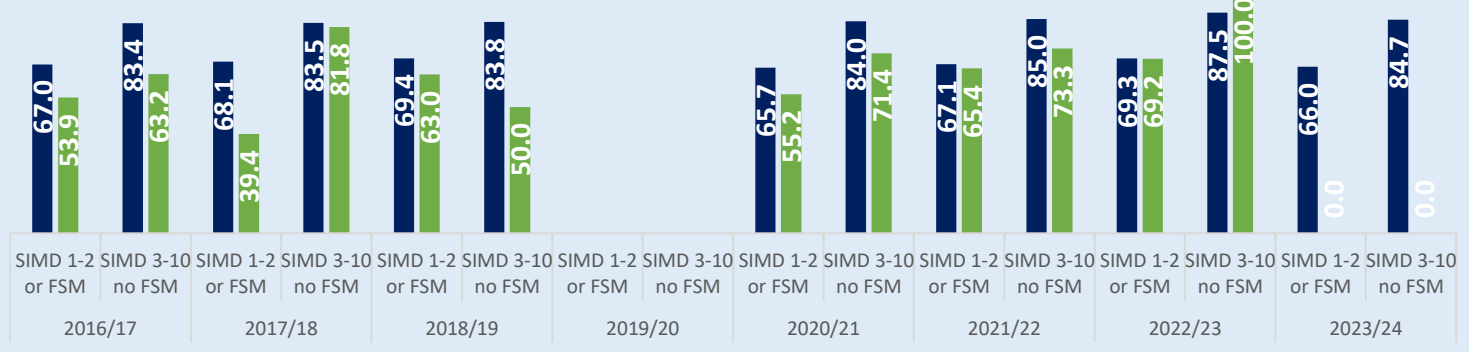
Listening & Talking



Literacy



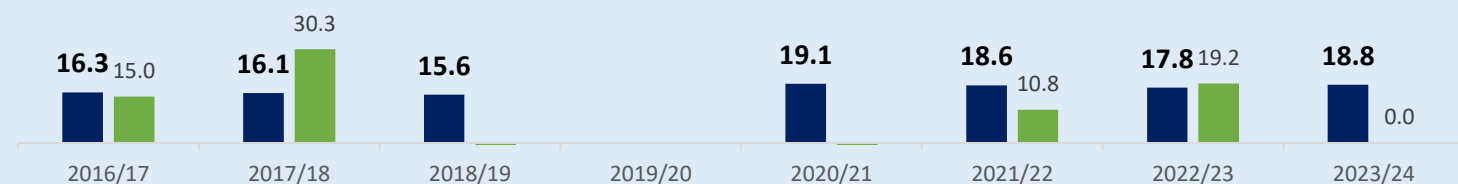
Numeracy



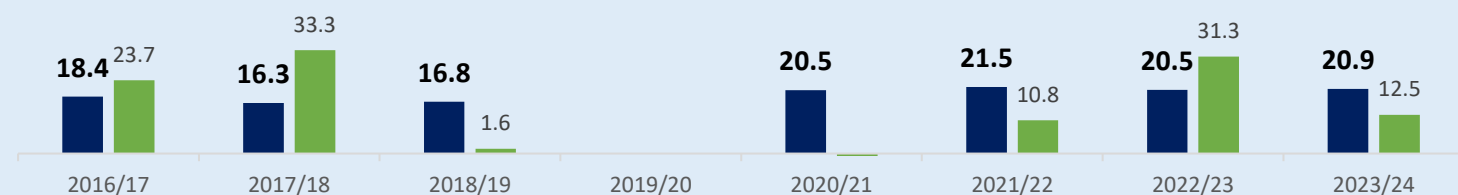
Performance Data (Literacy and Numeracy Stage P1, 4 & 7) – Equity (Local) Gap Over Time

KEY		South Lanarkshire Council		School
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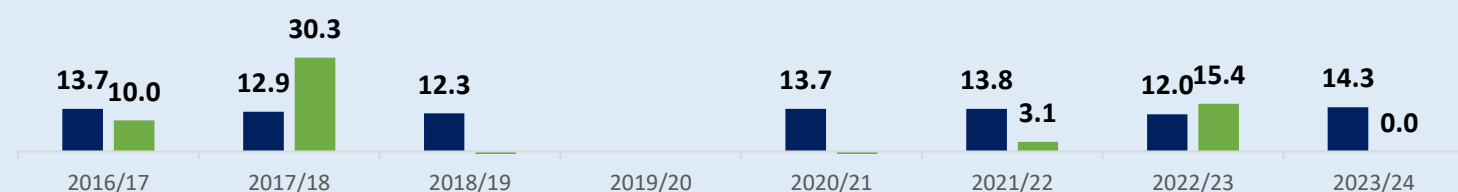
Reading



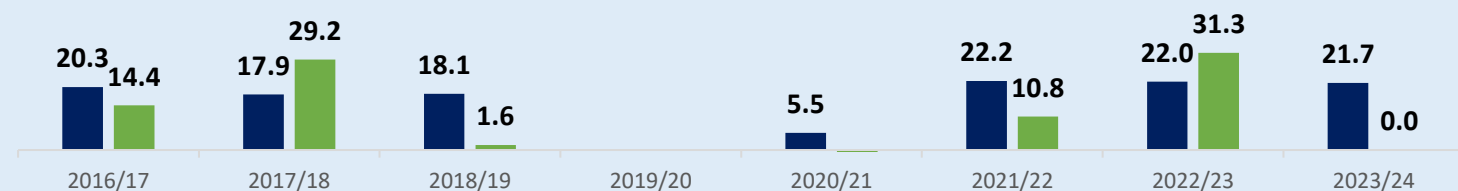
Writing



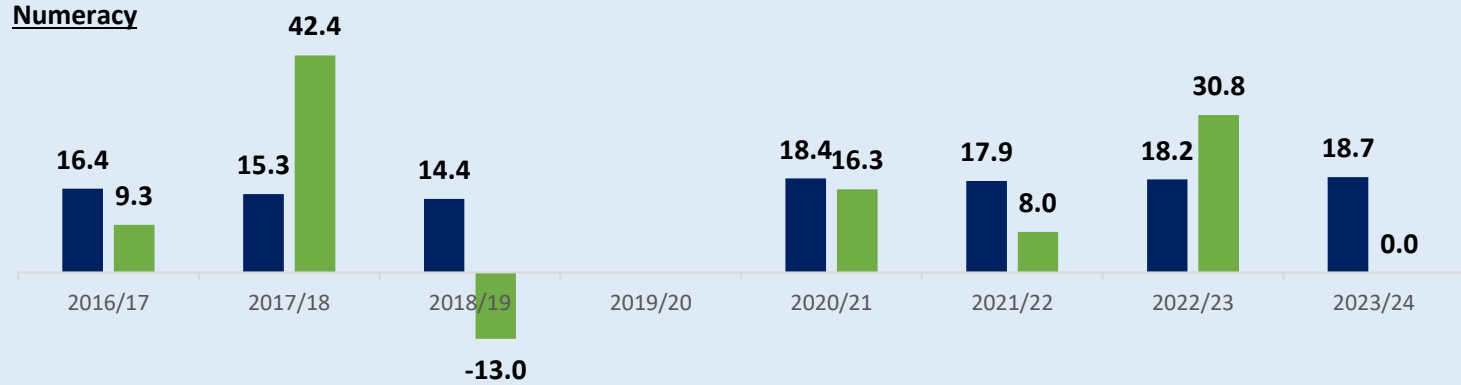
Listening & Talking



Literacy



Numeracy



Context of School

High Mill Primary is a small urban non-denominational mainstream school situated in the town of Carluke. The school roll as of June 2025 was 74. The new campus officially opened in April 2013 as part of South Lanarkshire's school's modernisation programme. We are co-located with Victoria Park School which offers valuable scope for inclusion and joint working. The High Mill wing of the building is compact with 5 classrooms, a shared library, ICT suite and gym/dining hall. One classroom is currently used as The Hive where nurture and wellbeing interventions are hosted.

The school is part of the Carluke Learning Community. Almost all P.7 pupils transitioned to Carluke High School for their secondary education. We actively link with local nurseries, primary schools and Carluke High to plan smooth transitions for all children.

Our unique location means the onsite outdoor space is small however creative use is made of community spaces including the Community Growing and Learning Garden which neighbours the school and Jock's Burn where Forest Schools sessions are held.

Ordinarily, the teaching staff team is steady with little movement, however during 2024-2025 there were several changes in personnel. One class teacher was appointed as Acting Principal Teacher in a temporary post introduced by South Lanarkshire Council while another was appointed as Acting Principal Teacher at another school on a 0.6FTE basis; she remained at High Mill on Mondays and Tuesday. Consequently, a supply teacher joined the staff 3 days per week from October 2024. The substantive Head Teacher remained on adoption leave from August 2024 to January 2025, during which time an Acting Head Teacher led the school.

Our team of Support Assistants was impacted through significant staff absence with one member of staff being absent from January to June 2025 while another has been absent from September 2024. A new member of the team joined on a part time basis covering three mornings.

The school has strong sense of identity and a clear commitment to ensuring equity and social justice. We strive to build strong relationships with all stakeholders and partnerships within the community including through Universal Connections, Kit for Kids Clydesdale, Tesco, Carluke Historical Society, Kirkstyle and Kirkton Churches and local care homes.

We promote positive relationships within the school and foster an ethos that encourages all pupils to respect themselves and others. Our House System and Pupil Groups across the school is strengthening the impact of Pupil Voice.

In March 2022, the school was delighted to be awarded a Digital Schools Award Scotland in recognition of the "strong passion for infusing digital technologies in a fun and meaningful way across all levels of learning". This was followed in May 2023 by a Digital Wellbeing Award which celebrates our strategic approach to cyber resilience and internet safety. We were awarded Rights Respecting Bronze: Rights Committed status in February 2025 and are now working towards Silver.

In June, the school was visited by Education Scotland His Majesty's Inspectors who highlighted the supportive and constructive learning environment created by the effective collaboration between the Head Teacher, Acting Principal Teacher and motivated staff as a strength of the school. The inspection team also found that positive atmosphere encourages children to feel valued and to aim high in their learning and achievements. Inspectors also noted the children's effective use of digital technology to enhance their learning across the curriculum and the staff's successful use of assessment data to improve outcomes particularly in numeracy.

High Mill Primary is a happy, nurturing and inclusive community where all stakeholders care for and nurture one another. We strive to support and challenge all children to develop socially, emotionally and with their learning in order that they thrive as individuals. Our aspiration is to become a school where learning is fun, relevant, meaningful and engaging and teaching is of the highest quality.

The school has high expectations for, and of, every child and is committed to recognising and celebrating pupil attainment and wider achievement. Our Values are firmly embedded in the ethos, culture and life of our school with all pupils encouraged to always be "Aiming High".

OUR SCHOOL VALUES

School values underpin the ethos and culture of our school. Our values are:

RESPECTFUL | NURTURING | AMBITIOUS | DETERMINED | HELPFUL | INCLUSIVE

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

Contextual and Excellence Summary All Stages

Contextual & Excellence Summary | Stage: P1-7 | Reg: All | August 25/26

High Mill Primary School

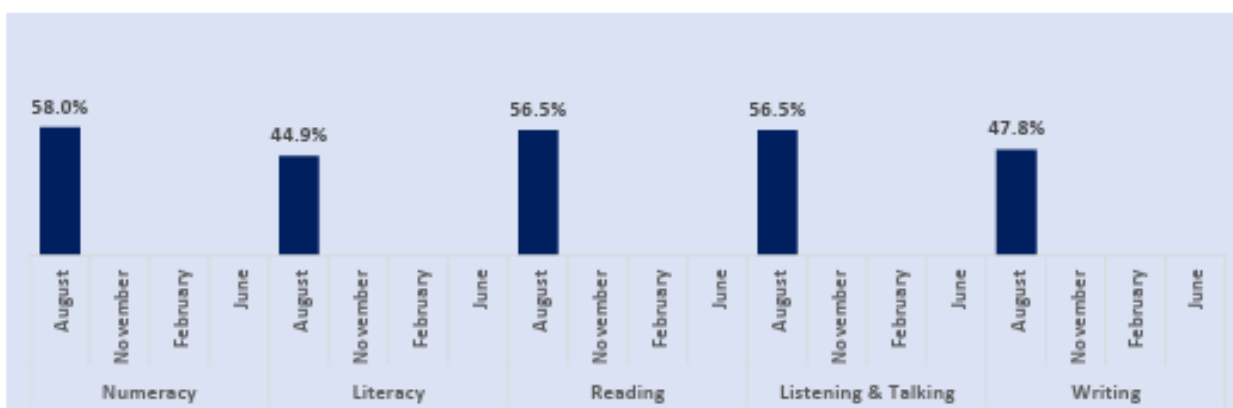
Contextual Data

									SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5
	(#)	35	95.0	24	15	1	17	2	15	18	2	0	0
	(#)	34	92.6	22	11	3	22	4	13	11	6	4	0
	(#)	69	93.8	46	26	4	39	6	28	29	8	4	0
	(%)	N/A	93.8%	66.7%	37.7%	5.8%	56.5%	8.7%	40.6%	42.0%	11.6%	5.8%	0.0%

CfE | Excellence | Lenses

									SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5
Achieved (#)	Num	20	20	27	13	2	18	3	18	14	5	3	0
	Lit	15	16	20	8	2	12	2	14	11	3	3	0
	Res	19	20	25	11	2	17	3	16	16	4	3	0
	Wri	16	17	21	8	2	14	3	15	12	3	3	0
	L&T	19	20	26	12	2	17	2	16	16	4	3	0
Not Achieved (#)	Num	15	14	19	13	2	21	3	10	15	3	1	0
	Lit	20	18	26	18	2	27	4	14	18	5	1	0
	Res	16	14	21	15	2	22	3	12	13	4	1	0
	Wri	19	17	25	18	2	25	3	13	17	5	1	0
	L&T	16	14	20	14	2	22	4	12	13	4	1	0
Achieved (%)	Num	57.1%	58.8%	58.7%	50.0%	50.0%	46.2%	50.0%	64.3%	48.3%	62.5%	75.0%	
	Lit	42.9%	47.1%	43.5%	30.8%	50.0%	30.8%	33.3%	50.0%	37.9%	37.5%	75.0%	
	Res	54.3%	58.8%	54.3%	42.3%	50.0%	43.6%	50.0%	57.1%	55.2%	50.0%	75.0%	
	Wri	45.7%	50.0%	45.7%	30.8%	50.0%	35.9%	50.0%	53.6%	41.4%	37.5%	75.0%	
	L&T	54.3%	58.8%	56.5%	46.2%	50.0%	43.6%	33.3%	57.1%	55.2%	50.0%	75.0%	

CfE | Excellence | Over Session



Equity Summary All Stages

KEY		SIMD 1-2 or FSM		SIMD 3-10 no FSM
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Equity Summary | Stage: P1-7 | Reg: All | August 25/26

CfE | Equity (Local) | Over Session

■ SIMD 1-2 or FSM ■ SIMD 3-10 no FSM



Improvement Planning and Standards and Quality Reporting for 2025/2026

Priority 1: Enhancing feedback and questioning to provide appropriate challenge for all learners

<u>NIF Priority (select from drop down menus)</u> Improvement in achievement, particularly in literacy and numeracy. <u>NIF Outcome</u> Inclusive and relevant curriculum and assessment Closing the attainment and achievement gap	<u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Support children and young people to develop their skills for learning, life and work	<u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.2 Leadership of learning 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead(s)
Quality assurance, school self-evaluation activity and inspection evidence illustrated that in most lessons, teachers use verbal feedback effectively to support children to improve their work, and almost all teachers provide written feedback in jotters. However, written feedback practices need strengthened to better support children in understanding their next steps in learning and help them know how to improve. Inspection evidence highlighted that questioning does not consistently promote higher-order thinking and provide sufficient stretch for all learners.	By November 2025, almost all staff report increased knowledge of approaches to providing effective feedback and strategies for posing higher-order questions. By February 2026, almost all pupils receive verbal and/or written feedback that helps them know what and how to improve, and why they have been successful. By February 2026, most all learners engage constructively in co-creation of success criteria. By May 2026, almost all learners understand their next steps, can discuss ways they have improved their work and can talk about their progress. By June 2026, higher-order questioning is used consistently by most teachers to challenge learners and deepen their understanding with a focus on Literacy. By June 2026, almost all learners create personal feedback, and most can provide	Aug-Nov 2025 Baseline audit of current feedback and questioning approaches. Learner survey on feedback and challenge. All teaching staff to engage in moderation of feedback, working with colleagues to peer review and evaluate the quality of feedback provided. CLPL/Professional Learning to deepen understanding of challenge, feedback, questioning and learning intentions/success criteria e.g. SLC's through the Pedagogy Palette, professional reading Hattie & Clarke, Tomlinson (Visible Learning Feedback and Differentiation in Practice) Clarke (Visible Learning – Challenge in the Classroom). Nov 2025-Mar 2026 CLPL/Professional Learning to strengthen understanding and application of self- and peer-assessment e.g. Wiliam, Education Endowment Foundation (EEF) and Education Scotland –	Classroom observations Evidence sampling Pupil survey Staff consultation/survey Moderation evidence	Head Teacher Acting Principal Teacher

	feedback to peers which identifies strengths and next steps (self- and peer- assessment).	“Effective Feedback and Pupil Participation in Assessment” Develop and pilot whole school approaches for effective feedback (clear next steps) and questioning (open-ended, higher-order). Revisit Formative Assessment policy. Introduce dedicated lesson time (e.g., 'Response Time' or 'Deep Dive') where students are explicitly taught how to interpret and apply feedback, transforming it into a specific action or revision task and how to apply peer- and self-a assessment techniques. Peer observations focusing on feedback and questioning. Mar–June 2026 Review of feedback and questioning approaches to full implementation. Follow up learner survey on feedback and challenge. Moderation of Writing with a focus on feedback and challenge	Annotated work samples – showing improvement Learners’ views Peer observation notes Evidence sampling Staff consultation/survey Pupil survey Moderation evidence	
Progress and Impact			Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda	

Improvement Planning and Standards and Quality Reporting for 2025/2026

Priority 2: Piloting an intensive wellbeing class for learners requiring significant personalised support for emotions, engagement and wellbeing

<u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Outcome</u> Improving relationships, behaviour and attendance Young people's HWB; enhance impact of GIRFEC and partnership working	<u>SLC Priority (select from drop down menus)</u> Improve Health and Wellbeing to enable children and families to flourish Ensure inclusion, equity and equality are at the heart of what we do	<u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion 1.5 Management of resources to promote equity	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead(s)
A small number of children are currently unable to remain regulated within their mainstream class. Their dysregulation (including aggression, violence, inappropriate language, and disengagement) significantly impacts their learning, their peers' learning, and the running of the school. A bespoke, intensive part-time wellbeing class will provide targeted, personalised support to access the core curriculum through nurture-based and vocational learning, topic-led approaches, and programmes such as Flipping the Lid to help children regulate, develop resilience and re-engage with mainstream learning when ready.	By December 2025, incidents of aggression and dysregulation decrease, and targeted learners report improved wellbeing. Staff report improved climate for learning and reduced disruption. By February 2026, children attending the wellbeing class can engage with regulation strategies, with support, and show increased engagement with learning. By February 2026, learners begin to reintegrate into their mainstream class and engage with core learning in a planned and supported way. By April 2026, incidents of aggression and dysregulation have decreased significantly, and targeted learners report further improvements in their wellbeing. By May 2026, children report experiencing feeling more successful with and show increased motivation for learning.	Aug–Sept 2025 - Identify targeted group of learners using existing wellbeing/behaviour data. - Baseline assessments using Boxall Profile, SHANARRI indicators and existing data including exclusion/behaviour records. - Engage with parents to agree support plans. - Staff training on trauma-informed practice, nurture principles and emotional regulation e.g. Flipping the Lid and Emotion Coaching Oct-Dec 2025 - Launch pilot intensive wellbeing class (small group). - Daily regulation-focused input and wellbeing check-ins. - Introduce vocational opportunities e.g. gardening, cooking, crafts, outdoor learning	Boxall Profile scores (Aug 2025 baseline → improved by Apr 2026) Anna Freud (CORC) materials from Wellbeing Measurement Framework - Student Life Satisfaction Scale (SLSS) - Me and My Feelings (M&MF) - Student Resilience Survey (SRS) Views – pupil, parent and staff Behaviour data: reduction in incidents of aggression and inappropriate language (baseline Aug 2025 → 50% reduction target by Apr 2026) Attendance: improved attendance of targeted pupils. Engagement: staff observation and Leuven's scale shows increased time on task and participation in vocational/topic-led learning.	Headteacher Acting Principal Teacher Wellbeing Class Teacher

	From June 2026, children are able to resume full time places within their mainstream class, using regulation techniques. Staff report further improved climate for learning and reduced disruption.	• Deliver topic-led projects connecting literacy, numeracy and life skills in meaningful contexts. • Embed Flipping the Lid sessions to teach regulation strategies. • Weekly team review meetings to monitor engagement and adjust provision. • Periodic review with pupil and parents. Jan–Apr 2026 • Extend vocational opportunities to community partnerships e.g. local businesses, Universal Connections. • Ongoing delivery of topic-led learning to build motivation and cross-curricular links. • Structured reintegration opportunities into mainstream classes, supported by wellbeing staff • In-school moderation and professional dialogue on wellbeing progress. • Pupil and parent voice gathered regularly to evaluate impact	Views – pupil, parent and staff Revisited Boxall Profile scores Revisit Anna Freud (CORC) materials from Wellbeing Measurement Framework • Student Life Satisfaction Scale (SLSS) • Me and My Feelings (M&MF) • Student Resilience Survey (SRS) Engagement: ongoing staff observation and further Leuven's scale shows increased time on task and participation in vocational/topic-led learning. Views – pupil, parent and staff	
Progress and Impact			Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda	

Improvement Planning and Standards and Quality Reporting for 2025/2026

Priority 3: Quality improvement approach to improving writing

NIF Priority (select from drop down menus) Improvement in achievement, particularly in literacy and numeracy. NIF Outcome Inclusive and relevant curriculum and assessment Staff and SLT driving excellent LTA skills, esp. for learners with ASN	SLC Priority (select from drop down menus) Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Support children and young people to develop their skills for learning, life and work	SLC Stretch Aims ACEL Primary – literacy – P1, P4 & P7 combined	HGIOS?4 QIs (select from drop down menus) 1.2 Leadership of learning 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead(s)
As of June 2025, 61.5% (8 of 13) Primary 3 learners were on track to attain First Level Writing by the end of their Primary 4 year (June 2026). In June 2025, only 57.14% (8 of 14) of the then Primary 4 cohort attained First Level Writing. In June 2025, only 40% (4 of 10) of the then Primary 5 cohort were on track to attain Second Level Writing by the end of their Primary 7 year. In June 2025, only 57% (8 of 14) Primary 6 learners were on track to attain Second Level Writing by the end of their Primary 7 year (June 2026). Writing attainment data highlights the need to focus on continuing to	Overarching Outcomes By June 2026, 75% (9 of 12) of Primary 4 pupils will have attained First Level Writing. (Baseline August 2025 58.3%) By June 2026, 76.88% (9 of 14) [since June 2025, 1 child left who is attaining and 1 child has joined who is not yet on track] of Primary 5 pupils will have attained First Level Writing. (Baseline August 2025 50%) By June 2026, 70% (7 of 10) of P.6 pupils will be on track to attain Second Level Writing by the end of their Primary 7 year. (Baseline August 2025 40%) By June 2026, 80% (12 of 15) [1 child has since joined the school] of Primary 7 pupils will have attained Second Level Writing. By end January 2026, a rigorous data analysis process will result in a clear focus for writing improvement February 2026-June 2026.	Ongoing – Once per Planning period - Planning dialogues - Monitoring & Tracking dialogue - Moderation P&A tracking – August 2025, November 2025, February 2026 and June 2026 January 2026 - Full Day Training – 13.01.26 - Twilight Session – 29.01.26 - Pupil work audit - P4/5 staff complete Professional Learning confidence survey	ACEL Data Planning and ASN dialogue records Monitoring & Tracking dialogue records Assessment and Moderation evidence Quality Improvement tools to analyse writing (Perato, Fishbone, Run Charts) Baseline assessments of learners.	Literacy Co. Head Teacher

improve writing levels for learners through high quality learning, teaching and assessment approaches.	By April 2026, regular adoption of evidence informed pedagogy (writing bundle) will result in improvement in almost all learners' Tools for Writing and motivation in writing. By June 2026, regular adoption of evidence informed practices will result in improvement in almost all learners' achievement in writing in relation to the identified NIWP elements as evidenced in the data analysis. By June 2026, almost all teaching staff will have increased their subject knowledge and confidence in the teaching of writing, as evidenced in the data analysis. By June 2026, almost all learners will confidently talk about their learning intentions and success criteria and next steps. By June 2026, almost all learners will develop the ability to self and peer assess writing, identifying areas for improvement in their own and others work.	• Learner writing motivation surveys • P4/5 staff to complete data analysis to identify areas for improvement February-March 2026 • Twilight Sessions: 12.02.26, 19.02.26, 5.03.26 • Implementation of identified aspects of Tools For Writing (3 areas for improvement) • Professional dialogue around implementation • Continual assessment of pupil work March-June 2026 • Twilight Sessions: 25.03.26, 23.04.26 and one optional (date tbc) • Full Day Training: 13.05.26 • Teaching staff continue to plan and deliver writing lessons using the NIWP approach, ensuring feedback leading to improvement. • Peer Observations of NIWP lessons. • Teaching staff provide planned opportunities for learners to apply learning to extended writing pieces. • Ongoing learning, teaching and assessment of pupil work. • Teachers' professional judgements of pupil achievement in writing.	Professional dialogue records – what's working well, even better if. Samples of learners' work to demonstrate what is working well for learners and where impact could be greater. Evidence of feedback leading to improvement. Teachers' evaluation of implementation records and pupil engagement and success with writing lessons. Records of professional dialogue around implementation gathered through peer observations. Teachers' planning of extended writing pieces incorporating identified improvement elements. Pupil assessments of extended pieces, including application of learning from NIWP elements. Analysis of ACEL Data / CfE benchmark audit. Evaluation of changes in staff confidence surveys. Learner conversation and feedback from learners about their writing and the process. Moderation records and samples of writing evidence.	
Progress and Impact			Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda	

PEF Improvement Planning and Standards and Quality Reporting for 2025/26
Allocation: £49680.00

SLC Stretch Aims ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined Cost of the School Day						
Rationale for PEF / PB Spend	Allocation of PEF / PB spend	Outcome (Intended impact)	Operational activity	Measures	Mid year review RAG	End of year review RAG
Reading attainment data highlights the need to focus on continuing to improve reading levels for learners through varied learning, teaching and assessment approaches. P1-7 reading attainment across equity learners is currently 54%.	Nessy subscription £500.00 Reading resources to support ASN readers and spelling resources £2500	By June 2026, there will be a valued added improvement for at least 11 children in SWST spelling scores and reading attainment.	Reading Eggs, Nessy, IDL programmes implemented as interventions for targeted learners Reading resources to support ASN readers and spelling resources.	SWST scores Teacher professional judgements		
Across our Equity children, Numeracy attainment is 58% for P1-7. The use of digital resources can help to engage learners and provide further assessment data.	Sumdog Subscription (including Spelling and Grammar) £258.65	By June 2026, there will be a valued added improvement for at least 9 children in MALT assessment scores.	Sumdog subscription	MALT scores Teacher professional judgements		
Teacher professional judgements have observed some children are displaying difficulties with memory skills, this is impacting on their learning and engagement across the curriculum.	£946.97		Core Memory skills programme across all classes 8 week targeted 'pop up' interventions for identified children	Teacher professional judgements Pre and post intervention assessment information		
Analysis of parent events in school has shown that around 33% of parents attend informal events in school with only around 60% attending parent consultations. We strongly believe in school and families working together and wish to enhance this provision through workshops and events with our YFCL worker.	Parental engagement programmes alongside our YFCL worker. £1000.00 YFCL Evelyn McGonagle 0.2 August 25-March 26 £11,896.00	By June 2026, the majority of our parents will have attended at least one in school event to help support their child's learning and/or wellbeing. In October and April, there will be an increase of 20% in parental attendance at parent consultations.	Evelyn McGonagle to increase parental engagement and strengthen partnerships between home and school. Workshops will be facilitated based on the needs of families and will include sleep workshops, family craft sessions and stay and play sessions.	Registers from parent events Parental feedback/views Pupil views		

Through observations of our learners, we identified that many have limited experience of trips and excursions beyond their local community. We wish to provide a range of educational trips and experiences to make sure all pupils, regardless of their financial background, can participate. This aims to enrich the curriculum with real-world context, boost student engagement and confidence, and help close the attainment gap by providing equitable, high-quality learning experiences for all.	£2484.00 Participatory budget spend	By June 2026, all classes will have taken part in at least 2 educational excursions or events.	Funding for children to take part in educational excursions or events, linked to their learning.	Participation records and pupil feedback from excursions.		
Through curriculum review, improve outdoor learning opportunities by facilitating weekly ODL sessions supported by staff and parent helpers. Using skilled staff to ensure high quality experiences are given through Forest Schools, OPAL sessions and skills used within class.	Hayley Butler 0.2 teacher April 25-Aug 26 £5,281.90 Sinead Lavery 0.4 teacher April 25-August 26 £10,563.30 Hayley Butler 0.3 FTE teacher Aug 25-March 26 £14,258.56	By June 2025, all classes will facilitate weekly whole class ODL opportunities. By June 2025, groups of children will be identified for targeted Forest School training, which will be reviewed and identified termly. OPAL sessions to be streamlined and facilitated daily, cascading information to all staff	Through targeted approaches, 0.6FTE teacher will help facilitate Forests Schools for targeted children on a weekly session alongside parent helpers. Will also help facilitate weekly whole class ODL sessions and daily OPAL sessions	All staff awareness to whole school approach through professional meetings, in-school training and staff discussions. Increased engagement from targeted children following Forest School interventions.		
	TOTAL SPEND (incl carry forward) £49689.38					
Progress and Impact			Next Step(s) and rationale to inform PEF spend session 2026/2027.			

Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Continue embedding outdoor learning as a core pedagogy, including mapping curriculum links and skills.	All staff	December 2025
Learning Community Priority from 24/25: Raising attainment in writing by improving teacher confidence in making robust, moderated and evidence-based professional judgements. Continuation of LC moderation (Feb 2026) including Early level (ELCs) and Third Level (CHS).	Teaching staff	February 2026
Improving attendance with a strategic focus on the 25% with the lowest attendance (links to Equity YFCL Officer – target families).	SLT, Team Leader, YFCL Officer, Pupils and Parents	Ongoing

Evaluation of Quality Indicators

School: High Mill Primary

Month: August

Year: 2025

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