



**Education Resources**  
**Curriculum and Quality Improvement Service**  
**School Improvement Plan and Standards and Quality 2024/25**

***Kirklandpark Primary School***  
***Strathaven***

**Strategic Improvement Priorities over 3 year cycle**

**Timescale: 2024 - 2027**

Strategic Priority	Year 2024 - 2025	Year 2 2025 - 2026	Year 3 2025 - 2026
1.	<p>Further develop our approaches to ensure an inclusive environment through</p> <ul style="list-style-type: none"> <li>- Continued training in Do-Be-Mindful to extend staff knowledge and understanding of approaches to develop pupil resilience in learning and within wider life.</li> <li>- Extension of our work on attachment informed practice to provide increased support for learners and work towards accreditation.</li> <li>- Further development of our Science and Health &amp; Wellbeing curriculum to include increased focus on the UNCRC with a specific focus on equalities and sustainability.</li> <li>- Increased focus on pupil leadership and pupil voice.</li> </ul>	<p>Complete Do-Be-Mindful training, with focus on extending use of strategies to outdoor learning, further developing pupil wellbeing through simple but powerful strategies and mindfulness-based exercises to recognise emotions, respond skilfully and use simple tools and habits to help them take ownership of their wellbeing.</p>	<p>Adapt Health &amp; Wellbeing planning to incorporate strategies and focal points developed through 3 year training programme. Implement and modify as required.</p> <p>Offer opportunities for parental engagement to support consistent implementation of language and methodologies at home to support development of pupil resilience.</p>
2.	<p>Further develop of pedagogical approaches in Numeracy to facilitate increased attainment, support confidence in professional judgement and ensure consistency in standards and approaches.</p>	<p>Embark on Improving Our School (IOC) – raise attainment in Writing through consistent approaches to the use of Learning Intentions &amp; Success Criteria and TFW pedagogy.</p>	<p>Through IOS identify one feature of highly effective practice identified at end of session 2024 – 2025 through rigorous self-evaluation. Identify curricular area to raise attainment.</p>
3.	<p>Digitalise planning formats to support tackling bureaucracy and further support interrogation of data for targeted attainment discussions and target setting.</p>	<p>Extend play based learning beyond Early Level.</p>	<p>Develop enquiry-based learning in Second Level.</p>
4.	<p>Develop curriculum offer with focus on handwriting, phonics and spelling.</p>	<p>Develop curriculum offer with focus on Social studies skills.</p>	<p>Develop curriculum offer with focus on Music and Art skills.</p>

## Context of school

Kirklandpark Primary is a non-denominational school within the small town of Strathaven in South Lanarkshire. The school was newly built and officially opened in June 2017 as part of the Schools Modernisation Programme and was provided with an additional mobile classroom in 2023 due to the expansion of our school roll. This additional space can accommodate an additional 25 pupils. Our school is formed over three levels, one and a half storeys and has a very open and spacious atmosphere. comprises of 13 classrooms, a nurture space, a large atrium, several open area spaces, a dining room and gym hall. Our building also accommodates our Nursery Class which can facilitate places for 32 children, delivering the 1140 hours commitment for 3-5 year olds.

Our school is part of the Strathaven Learning Community. The Learning Community has developed very effective working relationships, focussing on P7-S1 transitions and equalities, influencing positively on all aspects of school life.

At Kirklandpark Primary it is our vision for every child in our school and Nursery to achieve their full potential by developing their knowledge and skills through challenging learning experiences in a nurturing, positive and motivating environment where high expectations are set and success is celebrated. We ensure inclusion and equality leads to improved outcomes for all children and we work to provide all with opportunities to be involved in the life of the school. We encourage our children to strive to be successful learners, confident individuals, responsible citizens and effective contributors. Our ethos is nurturing and founded on a climate of mutual respect with shared values and expectations, secured through positive relationships, providing children with a quality broad general education. We are committed to ensuring the highest standards are in place for learners through our shared vision and values.

Our curriculum is designed to ensure all children are supported in their learning through our attachment informed practice and skills based planning to provide opportunities for our children to develop and learn through real life experiences. This is established through our IDL learning opportunities, play based learning and our skills workshops. We have strong links within the local community, working with local businesses, voluntary organisations and also with our associated secondary school, Strathaven Academy.












Our school values are Achieve, Believe, Care and Grow with each one being identified by our houses; Avon, Brook, Castle and Glebe.

Our school is a hive of activity and throughout session 2024 – 2025 we have been delighted to work with our local community, visiting Abbeyfield House, a residential care home for the elderly. Our children have visited on a monthly basis, sharing their learning and working on collaborative projects with the residents. In addition to this we have worked with associated schools in our learning community, SLC's Science Development Officer and SSERC to drive forward STEM based learning. Skills based learning has lead to joint work with Youth Scotland to develop a programme resulting in accreditation for our Primary 7 pupils, leaving primary education with a credits towards an SVQ. Our school has been used as a case study, featuring on Youth Scotland's website with our pupils sharing their learning and development. Our use of Digital Technologies has been showcased by Education Scotland and our staff will be participating in the delivery of CLPL at local authority level during this coming year.

## Section below is for internal use only




### Contextual Data

#### School Profile

		1 HT	2 DHT	1 PT	15.6 FTE Teachers	5.6 FTE Support Staff	0 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			
	206	35	28	31	24	36	17	35	0.97%	0.3%	4.5%
	175	18	23	37	34	12	26	25			
Attendance 	Exclusion (Number of openings per 1000 pupils) 			Care experienced (Recorded as LAC) 			ASN 			EAL 	
20/21 97.3%	20/21 0	20/21 0.37%	20/21 %	20/21 %	20/21 %	20/21 %	20/21 %	20/21 %	20/21 %	20/21 %	20/21 %
21/22 94%	21/22 0	21/22 0.37%	21/22 %	21/22 %	21/22 %	21/22 %	21/22 %	21/22 %	21/22 %	21/22 %	21/22 %
22/23 %	22/23 0	22/23 0.37%	22/23 14.65%	22/23 1%	22/23 1%	22/23 1%	22/23 1%	22/23 1%	22/23 1%	22/23 1%	22/23 1%
23/24 93.8%	23/24 0	23/24 0.53 %	23/24 4%	23/24 1%	23/24 1%	23/24 1%	23/24 1%	23/24 1%	23/24 1%	23/24 1%	23/24 1%

N.B. Schools with exclusion figures will receive an email with figure for 23/24 only.

#### Nursery Class Profile

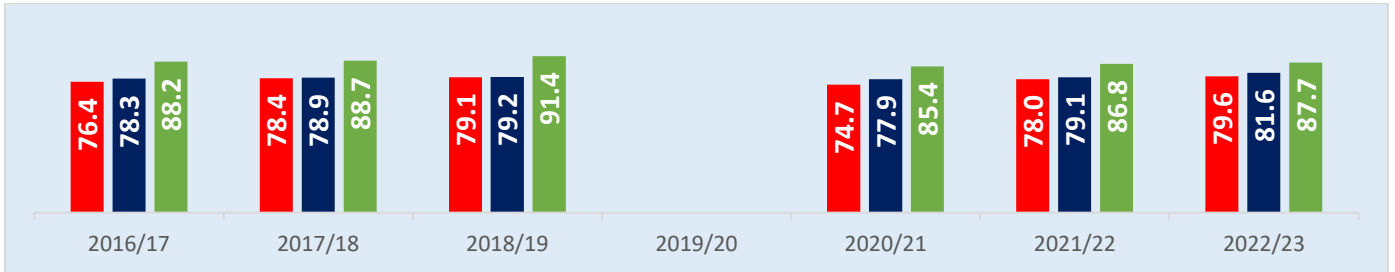
		EYD	TL	EYPs	EYSW	Nursery roll		N4	13	
		0	1	5	1	32		N5	19	
									Deferred	3

## Performance Data - Achievement of Curriculum for Excellence Levels (2022/23)

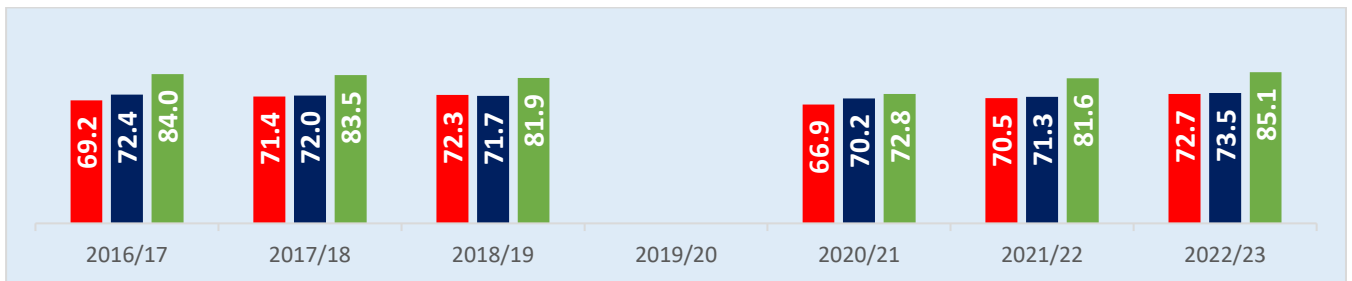
The following data informs our school improvement plan and self-evaluation as part of our standards and quality reporting.

### Performance Data - Excellence

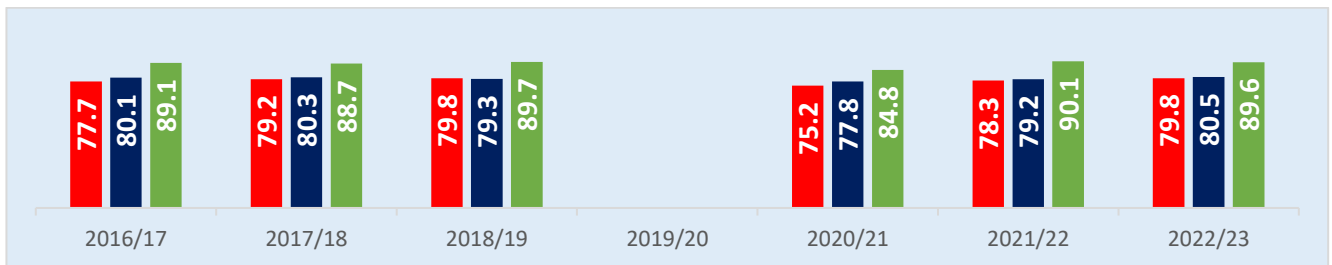
#### Numeracy



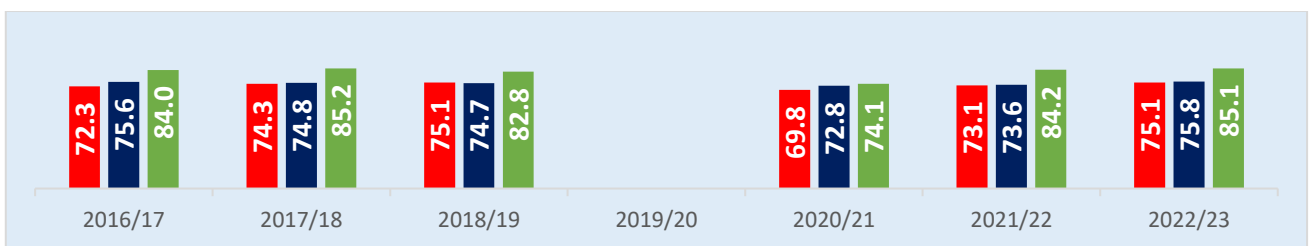
#### Literacy



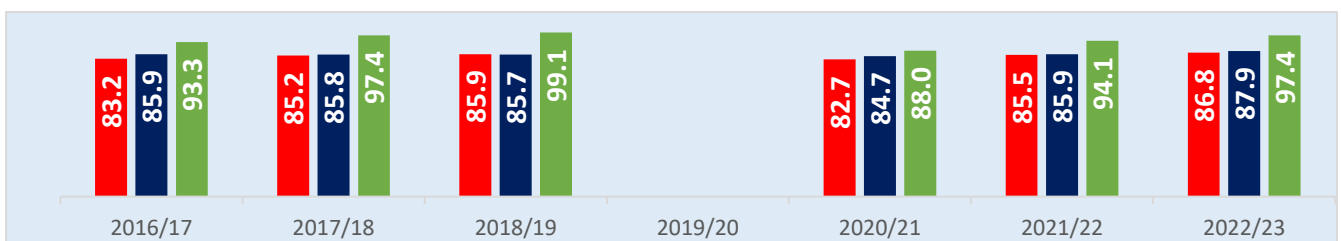
#### Reading



#### Writing



#### Listening & Talking



### Performance Data - Equity (Local)

## Strategic Priority 1 Improvement Planning and Standards and Quality Reporting for 2024/2025

<p><b><u>NIF Priority (select from drop down menus)</u></b> Improvement in children and young people's health and wellbeing <b><u>NIF Driver</u></b> School and ELC improvement Teacher and practitioner professionalism</p>	<p><b><u>SLC Priority (select from drop down menus)</u></b> <b>Improve Health and Wellbeing to enable children and families to flourish</b>  <b>Ensure inclusion, equity and equality are at the heart of what we do</b></p>	<p><b><u>SLC Stretch Aims</u></b>  <b>Attendance Attendance</b></p>	<p><b><u>HGIOS?4 QIs (select from drop down menus)</u></b> 1.3 Leadership of change 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion <b><u>HGIOELC QIs (select from drop down menus)</u></b> 3.1 Ensuring wellbeing, equality and inclusion 2.4 Personalised support Choose an item.</p>	
<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>To further promote strong sense of community, mutual respect and positive relationships across our school community.</p> <p>To further embed SLC attachment strategy including nurture principles across all classes.</p> <p>To enhance and promote positive attitudes towards mental health across our school community.</p> <p>Attendance figures</p> <p>Chit Chat group results show a small group of children showing negative attitudes towards school and self-esteem / confidence.</p> <p>Anecdotally we see a small but regular group of children</p>	<ol style="list-style-type: none"> <li>By June 2025 all staff to have enhanced knowledge and understanding of how best to support all pupils in the development of their resilience when faced with challenges including separation anxiety.</li> <li>By June 2025 SLC attachment accreditation will have been attained with all staff demonstrating good attachment-informed, trauma sensitive and nurturing practice.</li> <li>By June 2025 identified pupils for intervention will have increased attendance rates by a minimum of 10%.</li> </ol>	<p><u>Further develop our approaches to ensure an inclusive environment through</u></p> <p><u>Continued training in Do-Be-Mindful to extend staff knowledge and understanding of approaches to develop pupil resilience in learning and within wider life.</u></p> <p><u>Extension of our work on attachment informed practice to provide increased support for learners and work towards accreditation.</u></p> <p>Further staff training to embed and refocus attachment strategies and nurture principles across all stages.</p> <p>'Staff Strategy Prompts' to ensure consistency in approach.</p> <p>Attachment Ambassadors / Leads from upper stages to be established and to support learners across all stages</p> <p>KP Customised Nurture Principles and Attachment Strategy Pledges to be displayed across school to support consistency in language and pedagogy Regular whole class visits to Nurture Neuk</p>	<p>Increased attendance in target group of children.</p> <p>Self-evaluation to identify good practice &amp; next steps.</p> <p>GL PASS Assessments</p> <p>Pupil Target Setting &amp; Self-evaluation materials</p> <p>Chit Chat Group Results</p> <p>Class Learning Conversations</p> <p>SLT &amp; Pupil Learning Conversations</p> <p>Evaluation of Staff CLPL</p> <p>Evaluation of participation in Magic Minds programme</p> <p>Evaluation of parental participation on H&amp;W attachment related home learning materials and workshop.</p>	<p>D. Laing</p>

<p>who experience difficulties with separation anxiety, resulting in anxiety when moving from home to school.</p> <p>To further develop whole school understanding of inclusion, equality and equity as responsible citizens, confident individuals, successful learners and effective contributors.</p>	<p>4. By June 2025 parents and carers will have an increased understanding on attachment informed practice through parent workshops operated in partnership between teaching staff and Parent Council.</p> <p>5. To raise awareness of children's rights, promoting their practice within every day life in order to support further development of holistic development and wellbeing of every child.</p> <p>6. By June 2025 all staff will understand and implement the principles and rights outlined in the UNCRC to further ensure that the educational environment respects and promotes the holistic development and well-being of every child.</p> <p>7. By June 2025, UNCRC articles will be linked to Health &amp; Wellbeing lessons and targeted through SHANARRI focused assemblies.</p> <p>8. By June 2025 children's understanding of their role and the impact that they have on society and the wider world will be increased through participation and communication of</p> <p>9. All children in our nursery and school undertaking leadership roles through their</p>	<p>Work towards SLC Attachment Accreditation</p> <p>Further Staff training in Emotion Coaching</p> <p>Identification of children to be part of Targeted Intervention Group and focused intervention to be delivered.</p> <p>Participation in Psychological Services Pilot Project, 'Magic Minds.'</p> <p>Parental workshop &amp; information booklet to promote understanding of nurture and attachment.</p> <p>Relationship policy to be updated</p> <p><u>Further development of our Science and Health &amp; Wellbeing curriculum to include increased focus on the UNCRC with a specific focus on equalities and sustainability.</u></p> <p>Establish RRS Committee with monthly meetings</p> <p>Evaluate progress, create action plan and facilitate whole school participation in programme through UNCRC focused lessons and links to articles.</p> <p>Monthly UNCRC assembly focus</p> <p>Display in the main atrium showing related learning.</p> <p>Links with local primaries and Strathaven Academy with RRS groups.</p> <p>Communicate progress with parents and carers through newsletters and Twitter.</p> <p>Planning to incorporate sustainability topic as wider IDL programme of study on an annual basis for all stages.</p> <p><u>Increased focus on pupil leadership and pupil voice.</u></p> <p>All pupils to be members of a pupil leadership group.</p> <p>Monthly meetings led by staff and Primary 7 pupils.</p> <p>Communication of work of pupils groups via assembly and school app.</p>	<p>Greater pupil led assemblies linked to UNCRC articles and wider range of cultural and religious celebrations</p> <p>Agendas and minutes from pupil led leadership committees.</p> <p>Pupil communication of work undertaken by committees during follow-up assemblies, demonstrating greater pupil leadership across school and nursery.</p>	<p>F. Mackenzie</p> <p>S. McPhilemy</p> <p>R. Thomson</p>
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	involvement in pupil groups from September 2024 onwards.		Evaluations from Chit Chat Groups.	
<p>To enable children and staff to have greater in confidence in recognising and promoting children's rights within the nursery.</p> <p>To enable children to take responsibility and have greater confidence when contributing to the nursery and school community.</p> <p>To provide further opportunities for pupil voice to influence and contribute to teaching and learning.</p>	<p>Staff will increase their own knowledge of UNCRC and how this can be applied within a nursery setting.</p> <p>Children will have an increased awareness of their own rights linked to UNCRC.</p> <p>Develop children's ability to participate in pupil groups which contribute to the wider school and nursery.</p>	<p>By June 2025, all nursery staff will complete training on the Rights of the Child and how these can be embedded into daily practice.</p> <p>By January 2025, staff will routinely include UNCRC Rights of the Child within fortnightly planning.</p> <p>Termly, the Nursery Charter will be reviewed by both children and staff with links being made to the UNCRC.</p> <p>From September 2024, every child will participate in monthly pupil groups throughout 2024/25 academic year.</p>	<p>Pupil voice will be evidenced through Key Worker planning documents.</p> <p>Increased pupil confidence when attending school and nursery pupil groups.</p>	<p>Team Leader</p> <p>All Nursery Staff.</p> <p>Depute Head</p> <p>Head Teacher</p> <p>Rachel Thomson (Class Teacher)</p>
<b>Progress and Impact</b>			<b>Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda</b>	

## Strategic Priority 2 **Improvement Planning** and **Standards and Quality Reporting** for 2024/2025

<p><b><u>NIF Priority (select from drop down menus)</u></b> Improvement in attainment, particularly in literacy and numeracy. <b><u>NIF Driver</u></b> School and ELC leadership Teacher and practitioner professionalism</p>	<p><b><u>SLC Priority (select from drop down menus)</u></b> <b>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</b>  Choose an item.</p>	<p><b><u>SLC Stretch Aims</u></b> <b>ACEL Primary – Numeracy – P1, P4 &amp; P7 combined</b> <u>Choose an item.</u></p>	<p><b><u>HGIOS?4 QIs (select from drop down menus)</u></b> 1.3 Leadership of change 1.2 Leadership of learning 2.3 Learning, teaching and assessment <b><u>HGIOELC QIs (select from drop down menus)</u></b> Choose an item. Choose an item. Choose an item.</p>	
<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>Professional dialogue with teaching staff through PRDs and attainment conversations cite that there is a decline in the speed and accuracy of children’s mental recall in numeracy despite written methods sustaining expected standards. Contributing factors attributing to this have been cited as: current pedagogical approaches and resources available in school.  Our combined P1/4/7 attainment for Numeracy is 90.6% and our gap is -11.3%.  In addition to further developing pedagogical approaches our next step is to raise attainment for targeted pupils in SIMD 3, 4 &amp; 5 and those in receipt of FME.</p>	<p>Developing a shared teaching approach to Numeracy and Mathematics within our school which aligns with the Curriculum for Excellence’s philosophy of being “inspiring”, “future orientated” and “trendsetting” (OECD, 2021).  By June 2025, children across Primary 4 – 7 will have increased their ability to manipulate number and applying a range of strategies to calculations.  In planning for potential implementation dips, a target of maintaining current ACEL percentages has been set.  By June 2025, all staff within Primary 4 – 7 will be utilising Concrete, Pictorial and Abstract (CPA) approaches to the teaching of Numeracy and Mathematics.  By June 2025, all teaching and nursery staff will be using Number Talks as a pedagogical approach to teaching mental numeracy.</p>	<p>Whole staff training on CPA as a pedagogical approach to Numeracy and Mathematics.  Whole staff refresher on Number Talks.  Fortnightly Staff ‘drop ins’ offered in the structure of a Teacher Learning Community (voluntary).  Whole staff moderation of Teacher Professional Judgements within Numeracy and Mathematics – using SLC format.  Completion of Maths Recovery training with P5, 6 and 7 teachers.  Development and completion of resource bank to support teaching and learning of both Number Talks and holistic Numeracy and Mathematics.</p>	<p>ACEL data and target setting – four times per session.  Class Data Overviews  Short term forward planning and evaluations.  Attainment &amp; Tracking Conversations  Observed lessons and professional dialogues through Moderation meetings.  Consistent approaches and use of Kirklandpark slide deck across primary 4 – 7.  Pre and post staff questionnaires linked to teacher professional judgements.</p>	<p>Mrs D. Laing  Mr S. McPhilemy</p>



<p>To create greater opportunities for the development of Numeracy across all aspects of Kirklandpark Nursery. Staff knowledge and understanding of approaches to early number sense will be enhanced, with targeted provision being provided to our children.</p>	<p>All children will receive structured Numeracy inputs during daily group times.</p> <p>To further develop children's Numeracy skills, particularly subitising and number sense.</p> <p>To further develop practitioner knowledge of early number development.</p>	<p>Introduce focused Numeracy experiences during group times within the nursery. These will be used by Key Workers at least two days a week. (Beginning August 2024 and throughout academic year)</p> <p>By December 2024, all practitioners to undertake Number Talks training with School Depute Head Teacher.</p> <p>By June 2025, Key Workers and P1 staff will visit each other to observe Mental Numeracy lessons and share best practice.</p> <p>By June 2025, all Key Workers and Team Leader will have completed SLC Together We Count CLPL.</p>	<p>Pupil trackers and tracking and monitoring meetings.</p> <p>Pupil care plans and scrap books.</p>	<p>All Key Workers.</p> <p>Team Leader</p> <p>Depute Head</p> <p>Michelle Moffat</p>
<b>Progress and Impact</b>			<b>Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda</b>	

Strategic Priority 3 **Improvement Planning** and **Standards and Quality Reporting** for 2024/2025

<p><b><u>NIF Priority (select from drop down menus)</u></b> Closing the attainment gap between the most and least disadvantaged children and young people <b><u>NIF Driver</u></b> School and ELC leadership Performance information</p>	<p><b><u>SLC Priority (select from drop down menus)</u></b> <b>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</b>  Choose an item.</p>	<p><b><u>SLC Stretch Aims</u></b> <b>ACEL Primary – Literacy – P1, P4 &amp; P7 combined</b> <b>ACEL Primary – Numeracy – P1, P4 &amp; P7 combined</b></p>	<p><b><u>HGIOS?4 QIs (select from drop down menus)</u></b> 1.1 Self-evaluation for self-improvement 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment <b><u>HGIOELC QIs (select from drop down menus)</u></b> Choose an item. Choose an item. Choose an item.</p>	
<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>To further tackle bureaucracy, making more time for collaborative planning, implementation and evaluation by stage partners as identified as being a priority through Professional dialogue with teaching staff through PRDs, forward planning and review meetings, WTA agreement discussions and attainment conversations.</p> <p>To promote and support wider staff interrogation of class data to target interventions to raise attainment in Literacy and Numeracy in children with identified ASN and target group of pupils within SIMD 3, 4 &amp; 5 and / or in receipt of FME.</p>	<p>To increase attainment in all aspects of Literacy and Numeracy through:</p> <p>By October 2024 all staff will have access and be utilising online planning and evaluation materials.</p> <p>By January 2025 all staff will have increased their use of data to identify and implement appropriate interventions in reading, writing and numeracy within their classroom context.</p> <p>By March 2025 all staff will have increased confidence and ability when participating in meaningful tracking conversations, providing each other with support and challenge.</p> <p>By June 2025 all combined P1/4/7 will have increased Literacy and Numeracy Data by 2 points.</p>	<ul style="list-style-type: none"> <li>- All planning, assessment and evaluation materials to be digitalised and accessed via internal online platforms only, removing paper based files that require manual completion.</li> <li>- CLPL to agree standards and expectations on information to be contained within records.</li> <li>- CLPL to focus on evaluative vocabulary and reporting formats.</li> <li>- All planning, assessment and evaluation materials to be updated to bring in line with SLC progression pathways.</li> <li>- Provision, use and updating of data passports for each stage, detailing SIMD data, pupils with ASN, attainment data, targeted interventions and evaluations.</li> </ul>	<p>Online planning, assessment and evaluation records</p> <p>Data passport records, showing evaluations and interventions.</p> <p>Tracking &amp; Monitoring meeting records x termly</p> <p>Class data overviews</p> <p>ACEL data for all pupils for all aspects of Literacy &amp; Numeracy.</p>	<p>D.Laing</p> <p>A.Hepburn</p>

**Progress and Impact**

**Next Step(s) and rationale to inform SIP for  
2025/2026 or establishment maintenance  
agenda**

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## Strategic Priority 4 Improvement Planning and Standards and Quality Reporting for 2024/2025

<p><b><u>NIF Priority (select from drop down menus)</u></b> Improvement in attainment, particularly in literacy and numeracy. <b><u>NIF Driver</u></b> Curriculum and assessment Choose an item.</p>	<p><b><u>SLC Priority (select from drop down menus)</u></b> <b>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</b>  Choose an item.</p>	<p><b><u>SLC Stretch Aims</u></b> <b>ACEL Primary – Literacy – P1, P4 &amp; P7 combined</b> Choose an item.</p>	<p><b><u>HGIOS?4 QIs (select from drop down menus)</u></b> 1.2 Leadership of learning 3.2 Raising attainment and achievement 3.1 Ensuring wellbeing, equality and inclusion <b><u>HGIOELC QIs (select from drop down menus)</u></b> 3.1 Ensuring wellbeing, equality and inclusion 2.4 Personalised support Choose an item.</p>	
<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>Jotter observations show that most children demonstrate a legible writing style on most occasions but there is requirement for greater consistency.</p> <p>Forward planning records and evaluations show that handwriting is taught across most stages but in isolation with minimal transfer into day-to-day tasks.</p> <p>Attainment in writing is 91.2% with a gap of -10.8%</p> <p>62.5% of pupils at P4 are performing within 3 months of their chronological age or beyond in spelling summative assessments but showing limited transfer and consistency into daily writing.</p> <p>56% of pupils in P1 are performing at the threshold level or above in SLC PAST and LST assessments but are</p>	<p>Increased legibility in pupil handwriting across all stages and all areas of the curriculum.</p> <p>By October 2024 we will have in place an updated programme of study for handwriting that ensures a progressive approach to writing development.</p> <p>By October 2024 all stages will be carrying out weekly handwriting lessons with direct teaching, implementing updated programme of study.</p> <p>By October 2024 all staff will have identified children for targeted handwriting intervention.</p> <p>By December 2024, targeted interventions will be in place and assessed with adjustments made to personalise where necessary.</p> <p>By December 2024, staff in P1-3 to have undertaken CLPL in handwriting development, delivered by NHS OT service.</p> <p>Increased accuracy in spelling within daily writing tasks across all stages but specifically Primary 4.</p>	<p>Updated handwriting policy and programme of study.</p> <p>Identification of good practice</p> <p>Identification of pupils for targeted intervention</p> <p>Target intervention to support children experiencing challenges in producing a legible style of handwriting.</p> <p>Teacher CLPL via NHS OT service.</p> <p>Update teaching and learning approaches to Spelling.</p> <p>Update spelling programme, pedagogy and assessment.</p>	<p>Evaluations showing areas for further practice / development.</p> <p>Jotter monitoring showing handwriting teaching &amp; learning and follow-up reference in daily tasks.</p> <p>Observed Lessons (Peer and SLT)</p> <p>Weekly spelling assessments</p> <p>Jotter monitoring</p> <p>SWST results in September and March / April</p>	<p>D. Laing</p> <p>F. Mackenzie &amp; D. Laing</p>

<p>not retaining and applying these skills with consistency over an extended period and are showing limited engagement with learning in this area.</p>	<p>By November 2024 we will have an updated spelling programme of study that shows progression across all stages.</p> <p>All staff will be utilising agreed teaching methods to ensure consistency for children with regular input across the week. Spelling groups will access targeted materials to support progress through pace and challenge appropriate to their needs.</p> <p>By June 2025, children identified for intervention will have increased their spelling age by a minimum of 3 months.</p> <p>Increased engagement with phonics teaching and learning.</p> <p>Increased retention and accuracy of phonics related learning, impacting on spelling and reading using initial sounds and blends within Primaries 1 &amp; 2.</p>	<p>Identify children for targeted spelling intervention and deliver focused intervention.</p> <p>Updated programme of study and associated resources for phonics teaching.</p> <p>CLPL to be undertaken by all teachers in relation to use and delivery of updated programme.</p> <p>Updated approaches to assessment record keeping to monitor retention over time with greater accuracy.</p> <p>Assessment of pupil engagement.</p> <p>Increased speed of differentiation and identification for pupils for targeted intervention.</p>	<p>Tracking &amp; Monitoring discussions</p> <p>Observed lessons (Peer and SLT)</p> <p>Pupil questionnaires / evaluations</p> <p>Class Learning Conversations</p> <p>Assessment records showing retention over time</p> <p>Targeted intervention records and progress</p> <p>PAST &amp; LST records</p> <p>Professional Dialogue and Tracking &amp; Attainment Meetings</p>	<p>L. Brown &amp; C. McCormack</p>
<p>To create greater opportunities for the development of Literacy across all aspects of Kirklandpark Nursery. Staff knowledge and understanding of approaches to early Literacy development will be enhanced, with targeted provision being provided to our children.</p>	<p>All children will receive structured Literacy inputs during daily group times.</p> <p>To further develop children's Literacy skills, particularly rhyme and initial sounds</p> <p>To further develop practitioner knowledge of early writing.</p>	<p>Introduce focused Literacy experiences during group times within the nursery. These will be used by Key Workers at least two days a week. (Beginning August 2024 and throughout academic year)</p> <p>By June 2025, all practitioners to undertake Talk 4 Writing training with School Principal Teacher.</p> <p>By December 2024, staff team will review guidance within TWCAWW Developing Communication and Literacy with the view of further literacy experiences across all areas within the Nursery.</p>	<p>Pupil trackers and tracking and monitoring meetings.</p> <p>Pupil care plans and scrap books.</p>	<p>All Key Workers.</p> <p>Team Leader</p> <p>Depute Head</p> <p>Principal Teacher</p> <p>Victoria McClure</p>

**Progress and Impact**

**Next Step(s) and rationale to inform SIP for  
2025/2026 or establishment maintenance  
agenda**

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## PEF Improvement Planning and Standards and Quality Reporting for 2024/25

<p align="center"><b><u>SLC Stretch Aims</u></b></p> <p align="center"><b>ACEL Primary – Literacy – P1, P4 &amp; P7 combined</b>  <b>ACEL Primary – Numeracy – P1, P4 &amp; P7 combined</b>                      Choose an item.</p>						
<b>Rationale for PEF / PB Spend</b>	<b>Allocation of PEF / PB spend</b>	<b>Outcome (Intended impact)</b>	<b>Operational activity</b>	<b>Measures</b>	<b>Mid year review</b>	<b>End of year review</b>
					<b>RAG</b>	<b>RAG</b>
<p>Literacy</p> <p>Through robust analysis of our Literary data, we have identified a group of 16 pupils from across the school who have fluency, word recognition, word building and spelling difficulties in both reading and writing. P2 (3), P3 (2), P4 (2), P5 (2), P6 (6) and P7 (1).</p> <p>Almost all children experience difficulties engaging and being motivated with teaching and learning within these areas, impacting on their progress and self-esteem.</p> <p>All children will work on targeted interventions using alternative reading resources based on phonics and decoding skills. Further interventions will be based on utilising a range of play and game based approaches to motivate learners .Learning will be</p>	£10,350.00	<p>By June 2025 all children will display increased engagement and motivation in learning, sharing their learning with school staff and parents / carers.</p> <p>By June 2025 all children will have improved in their fluency as per the multi-dimensional fluency scale.</p> <p>By June 2025 all children will have improved their spelling and reading age by a minimum of 3 months.</p> <p>Literacy achievement rates in reading and writing to improve across all stages by 2%.</p>	<p>Additionality teacher and support staff will work with identified children three times weekly as part of their weekly intervention timetable, over and above their core Literacy programme.</p> <p>Attendance and engagement in sessions will be monitored weekly.</p> <p>Weekly pupil evaluations and progress communication with class teachers, parents and carers.</p>	<p>Multi-dimensional fluency scale (pre and post assessment).</p> <p>GL PASS Assessments Leuven Scale for Engagement</p> <p>NGRT Assessments SWST Assessments</p> <p>ACEL Data for all pupils.</p>		

<p>carried out on a one-to-one or small group basis</p>						
<p>Numeracy</p> <p>Robust analysis of numeracy assessment data identified a group of 14 children throughout the school who are not achieving their expected age stage for numeracy. P2 (4), P3 (2), P4 (1), P5 (1), P6 (5) and P7 (1).</p> <p>These children will be targeted for Maths Recovery sessions in line with the SLC Numeracy Strategy and national research on the effectiveness for improving attainment in Maths and Numeracy.</p>	<p>£7567.21</p>	<p>By June 2024, at least 10 of the identified children will be achieving within their expected age range for Numeracy and Maths. All children will have made progress and improved on the gap.</p> <p>P1/4/7 combined Numeracy data to improve by 2%</p>	<p>Additionality teacher and support staff to work with the 14 identified children twice per week as part of their intervention timetable, in addition to their core Maths lessons.</p> <p>Focus will be through practical maths sessions, through play and utilising digital programmes to consolidate learning, in addition to Maths Recovery sessions.</p> <p>Targeted parental engagement sessions using You &amp; Me Multiply for identified families within this cohort will be put in place throughout 2024- 2025 in order to assist and support home-learning.</p>	<p>Numeracy ACEL data for identified children across P2-7.</p> <p>MALT assessment results.</p> <p>Tracking meetings.</p> <p>Professional Dialogue &amp; planning sessions</p>		
<p>Health &amp; Wellbeing</p> <p>18 children from P2-7 have attendance of less than 85%. P2 (2), P3 (2), P4 (5), P5 (1), P6 (3) and P7 (5).</p> <p>Some of the children within this cohort, have displayed distressed behaviours due to high absence levels and have found it challenging to re-engage with school. Although absence levels in some cases have been due to medical reasons there has been increased absence and school refusal and evidence of social / emotional needs.</p>	<p>£8749.00</p>	<p>By June 2025 all children within the target group will have increased their attendance rate and all will be sustaining attendance in school for the full day with increased time in their own class.</p>	<p>Boxall profiles in August 2024 , October 2024, March 2025 and June 2025.</p> <p>Nurture target groups to be included within pupil intervention timetables with attendance at sessions monitored.</p> <p>One-to-one check-ins with class teachers to be built into weekly timetables with cover provided to release teachers to work directly with children.</p> <p>CLPL and increased implementation of whole class / school curricular programmes to support emotional wellbeing eg. Do Be Mindful and Emotion Works.</p> <p>Increased opportunities to engage in extra-curricular activities targeting areas suggested by members of the target group. Opportunities for parents / carers to join.</p> <p>Targeted online digital wellbeing programme to be implemented on an individual basis with target children.</p>	<p>Boxall profiling scores for both developmental and diagnostic strands.</p> <p>Monitoring of school attendance for targeted children on a weekly basis.</p> <p>Monitoring of attendance in Nurture groups on a monthly basis.</p> <p>Leven Scale for engagement to be used termly.</p> <p>GL PASS assessments to be used in September 2024 and March 2025.</p> <p>Engagement in extra-curricular activities by targeted children.</p> <p>IDL Health &amp; Wellbeing engagement and monitoring of progress.</p>		



			<p>Alternative curricular pathways / initiatives to support engagement with learning &amp; school for targeted pupils in P5-7. Dynamic Youth Award to target areas identified by cohort group as being of interest.</p> <p>Whole school attendance campaign to be developed and implemented for October Parents' Evening.</p>	Attendance and participation in Dynamic Youth sessions.		
<p>Other</p> <p>Cost Of The School Day</p> <p>Provide opportunities for children to engage in learning opportunities out with school environment but ensuring financial costs for parents are kept to a minimum.</p>	£3857.00	<p>By June 2025 all pupils in P1-6 will have the opportunity to participate in one school trip aligned to compliment curricular learning within their classroom. The trip will cost a maximum of £5 per child. Children in receipt of FME or those experiencing financial difficulties will not pay and full costs of trip will be covered.</p> <p>All Primary 7 pupils will have the opportunity to participate in our annual residential trip. This will be fully funded for children in receipt of FME or those experiencing financial difficulties. Subsidy to reduce cost for all other families.</p>	By October 2024 all classes will have plans in place for their school trip with payment options available to parents via Parent Pay. No trip will exceed £5.	Monitoring of participation on school trips and payment prior to trip taking place to ensure all children have the opportunity to attend.		
	TOTAL SPEND (incl carry forward) £	£30,523.79				
<b><i>Progress and Impact</i></b>			<b>Next Step(s) and rationale to inform PEF spend session 2025/2026.</b>			

## Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Continue to undertake Do-Be-Mindful Training to support positive pupils attitudes towards learning and self, increase pupil resilience and reduce barriers to learning and school refusal.	Class Teachers	June 2025
Further develop Health & Wellbeing curriculum & resources with progression planners for mental health related health and wellbeing learning.	Class Teachers	June 2025
Work towards SLC Attachment accreditation. Create staff strategy prompts relating to attachment and nurture principles. Establish attachment ambassadors Complete work on delivery of parent workshops and information booklets. Update relationship policy	Class Teachers Parent Council Parents & Carers Pupils in P4-7	June 2025
Re-engage with Young Leaders Of Learning programme	Class Teachers Pupil representatives	June 2025

