



Education Resources
Curriculum and Quality Improvement Service
School Improvement Plan and Standards and Quality 2024/25
Carstairs Junction Primary School & ELC

Strategic Improvement Priorities over 3-year cycle

Timescale: 2023-26

Strategic Priority	Year 1	Year 2	Year 3
1.	All stakeholders will continue to focus on curriculum development; contributing to the school rationale with a focus on the four contexts of learning.	Develop curriculum offer with a focus on expressive arts.	Through ongoing review and self-evaluation, the curriculum will continue to reflect the needs and context of the school.
2.	Provide high quality learning & teaching experiences in Writing through use of Learning Intentions and Success Criteria. Give consideration to talking and listening opportunities as a vehicle to raising attainment in writing.	Identify further next steps through rigorous self-evaluation of learning, teaching & assessment to raise attainment.	Analysis of data in June 2025, will identify next steps within learning, teaching & assessment to raise attainment.
3.	Further develop Play based learning pedagogy at Early level and introduce play based principles to First & Second level with a clear focus on skills development throughout the school.	Further develop outdoor play beyond Early level. Develop pupil tracking & monitoring of skills development.	Develop enquiry-based learning in upper school.

Context of school

Carstairs Junction Primary is a non-denominational school set in the rural area of Clydesdale in South Lanarkshire. It has a current roll of 97 pupils, consisting of three mainstream classes, three additional support needs classes and Early Learning and Childcare provision. 47% of children attending the school live within areas classified as 1 and 2 within the Scottish Index of Multiple Deprivation and/or are entitled to Free School Meals (FSM).

The local area is mainly social housing with a minority of privately-owned housing. Access to transport and facilities is limited. There have been recent local developments within the local area, with the expansion of the rail network, visibly altering the landscape, however the impact of this infrastructure to families is minimal. With the recent opening of the new bridge in Carstairs Junction, this has improved to some extent, the road network within the area.

The senior leadership team consists of Head Teacher, Depute Head Teacher and Principal Teacher. Jill Armour has been Head Teacher since November 2020, having been Acting Head Teacher in the school since August 2020. Alison Bone is in post as Acting Depute Head Teacher since January 2024. Hannah Wilson-Seaton commenced as Principal Teacher in August 2023. Our ELC staff team is made up of an Early Years Team Leader, four Early Years Practitioners and a part-time Early Years Support Worker. The experienced support staff consists of several members, who support across the mainstream and additional supports needs classes. The school has well-established, close working partnership with third sector partners, such as Educational Psychologist and Speech and Language Therapists. Through PEF funding, a Youth Family and Community Learning Officer (YFCL) Officer has been working in partnership with the school supporting with family learning, attendance and our transition programme.

We have a pro-active and engaged Parent Council who play an integral role in school life and an interested Parent Forum who support the school in many ways including in fundraising.

We have further strengthened links within the local community through close partnership working with organisations such as Healthy Valleys and Universal Connections.

As part of the Lanark Learning Community, we continue our strong links with local schools in the Lanark and Clydesdale Learning Community.

Our school was recently inspected by Education Scotland in March 2024, receiving evaluations of 'Good' for Q.I. 2.3 Learning, Teaching & Assessment in both ELC and Primary. The Primary school received 'Good' for Q.I. 3.2, Raising Attainment & Achievement, with the ELC evaluated 'Very Good' in 3.2, Securing Children's Progress.

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

<p><u>NIF Priority (select from drop down menus)</u></p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p><u>NIF Driver</u></p> <p>School and ELC improvement Parent/carer involvement and engagement</p>	<p><u>SLC Priority (select from drop down menus)</u></p> <p>Ensure inclusion, equity and equality are at the heart of what we do</p> <p>Improve Health and Wellbeing to enable children and families to flourish</p>	<p><u>SLC Stretch Aims</u></p> <p>ACEL Primary – Literacy – P1, P4 & P7 combined</p> <p>ACEL Primary – Numeracy – P1, P4 & P7 combined</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u></p> <p>1.1 Self-evaluation for self-improvement 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement</p> <p><u>HGIOELC QIs (select from drop down menus)</u></p> <p>1.1 Self Evaluation for self-improvement 2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion</p>	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p><u>Lanark Learning Community Target:</u></p> <p>Through self-evaluation as a Learning Community, it was recognised there is an increased level of need across the authority to meet learners' social, emotional & behavioural needs. The Circle Framework will provide a learning community and whole school approach to help support creating inclusive classrooms through effective collaboration between school staff, parents /carers, partner services & other agencies.</p>	<ol style="list-style-type: none"> By Sept 2024, all staff will have enhanced their understanding of creating an inclusive classroom through the Circle Framework and identified next steps in their classroom. ELC staff will develop their understanding of reviewing the inclusivity of their environment through 'Up, Up & Away'. By June 2025, practitioners will have implemented aspects of change within their environment to increase levels of wellbeing of learners. By June 2025, staff will have raised confidence in creating an inclusive environment. 	<p>LLC Introduction to Circle Framework led by Clydesdale Specialist Support Team – 13th Aug 2024 (am).</p> <p>Teachers use Circle Framework audit tool to review the physical and social environment of our classrooms, structures and routines.</p> <p>Teachers review their completed audit and decide on possible adaptations to impact positively on motivation and engagement of targeted learners.</p> <p>Professional dialogue/ visit to a colleague undertaken to share good practice.</p> <p>Teachers complete overall evaluation of their learning and impact on practice and learners.</p>	<p>90% of teachers evaluate the Circle Framework introductory session positively in August 2024.</p> <p>90% of teachers evaluate that their own learning of Circle Framework is having a positive impact on their practice by May 2025.</p>	<p>LLC HTs</p>

<p><u>School & ELC Priority:</u> A Promoting Positive Behaviour Blueprint was agreed in consultation with all stakeholders in 2023/24 to ensure shared expectations and use of positive language. Recent HMI inspection (March 2024) recognised that staff are skilled at returning pupils with low level or disengaging behaviours back to learning. We want to continue to build upon the positive comments noted by the inspection team. Staff feedback in April-June 2024 highlighted the need to review school policy to ensure a consistency of approach in addressing low level behaviours. Our next step is to further engage all staff in professional learning to share local, national policy and legislation affecting the rights and wellbeing in order to develop a deeper understanding of policy drivers in our school.</p>	<ol style="list-style-type: none"> 1. By August 2024, all stakeholders to review approaches to reduce low level behaviours across the school in line with local and national policy. 2. By October 2024, a clear and consistent approach to addressing low level behaviours is evident across the school. 3. By June 2025, tracking & monitoring of behaviours will show improvement over time in order to further raise attainment in Literacy & Numeracy. 	<p>In August, pupil, staff and parent consultation will inform next steps in further developing a consistent approach to promoting positive behaviour.</p> <p>Further develop school Positive Behaviour Blueprint.</p> <p>Tracking and monitoring system is embedded, showing termly improvements.</p>	<p>Pupil, staff and parent consultation.</p> <p>Updated Blueprint.</p> <p>Tracking & monitoring system - whole school & individual.</p> <p>Glasgow Wellbeing self-assessments.</p>	<p>DHT</p>
<p><u>School & ELC Priority:</u> Review of our Eco Action Plan for our 7th Eco flag application, highlighted progress made in developing outdoor education and learning. Our next step is to raise awareness of global citizenship and outdoor learning through curriculum development.</p>	<ol style="list-style-type: none"> 1. By September 2024, most staff will have increased awareness of sustainability and global citizenship. 2. By December 2024, ELC and all classes will have increased opportunities for learning for sustainability and most learners will be able to talk about its importance. 3. By December 2024, ELC learners will have increased opportunities for woodwork, demonstrating associated skills. 	<p>Staff CLPL. – planned for 29/1/25</p> <p>Develop a whole school approach to Learning for Sustainability (LfS) through progressive planning from ELC to Primary 7.</p> <p>ELC staff CLPL Audit of resources and purchasing of resources.</p>	<p>Staff CLPL evaluations.</p> <p>Forward plan evaluations. Learner conversations.</p> <p>ELC floor books. Learner conversations.</p>	<p>Eco/Sustainability lead</p> <p>ELC Team</p>

Progress and Impact	Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda
<p><u>Lanark Learning Community Priority</u></p> <ol style="list-style-type: none"> By Sept 2024, all staff will have enhanced their understanding of creating an inclusive classroom through the Circle Framework and identified next steps in their classroom. ELC staff will develop their understanding of reviewing the inclusivity of their environment through 'Up, Up & Away'. Outcome achieved. <i>Through effective collaboration and a shared commitment to inclusion, Lanark Learning Community has successfully implemented the joint approach to supporting learners' social, emotional, and behavioural needs, by engaging with the Circle Framework. Staff audit in September 24, confirmed that staff felt confident ensuring the physical and social environment supported learners' needs. They also felt they had the necessary skills in implementing appropriate structures and routines. Next steps were identified and actioned as a result of the CIRCLE audit.</i> By June 2025, practitioners will have implemented aspects of change within their environment to increase levels of wellbeing of learners. Outcome achieved. <i>The Child Participation scale was piloted in each mainstream class with positive impact. This approach will continue to be used next session with identified learners.</i> By June 2025, staff will have raised confidence in creating an inclusive environment. Outcome achieved. <i>The CIRCLE framework will continue to be utilised along with other good practices such as SCERTs/Attachment informed practice to support individual needs.</i> <p><u>Promoting Positive Behaviour</u></p> <ol style="list-style-type: none"> By August 2024, all stakeholders to review approaches to reduce low level behaviours across the school in line with local and national policy. Outcome achieved. <i>All staff either strongly agree or agree we have reviewed & improved approaches to reducing low level behaviours. Staff highlighted in May 2025, reviewed and improved approaches to reducing low level behaviours include a review of the House System, introduction of 'Tea with SLT', visuals to support in playground, approach to restorative conversations, with a greater consistency of approach.</i> By October 2024, a clear and consistent approach to addressing low level behaviours is evident across the school. Outcome achieved. <i>All staff have engaged in the review of our school Blueprint and Promoting Positive Relationships and Behaviour Policy.</i> By June 2025, tracking & monitoring of behaviours will show improvement over time in order to further raise attainment in Literacy & Numeracy. Outcome partially achieved. <i>A consistent approach to tracking & monitoring of behaviour is in place with the majority of classes demonstrating improvement over time.</i> <p><u>Raise Awareness of Global Citizenship</u></p> <ol style="list-style-type: none"> By September 2024, most staff will have increased awareness of sustainability and global citizenship. Outcome partially achieved. <i>Almost all staff strongly agree or agree we have raised awareness of global citizenship and outdoor learning through curriculum development.</i> By December 2024, ELC and all classes will have increased opportunities for learning for sustainability and most learners will be able to talk about its importance. Outcome partially achieved. <i>The majority of pupils have increased opportunities for sustainability through outdoor learning, forest schools and John Muir accreditation. There is an increased focus on skills development across the school as evidenced in floor book planning.</i> 	<p>SQIP priority - Moderation is central to building shared understanding, improving professional judgement, and raising attainment through collective responsibility.</p> <p>We have therefore decided to enhance professional collaboration across the Learning Community by prioritising moderation activities across stages, levels, establishments, and sectors. These will focus on shared priorities—Numeracy, Science, Digital Technologies, and Writing—while supporting consistency in Learning, Teaching, and Assessment. Particular attention will be given to learners who are 'close' to achieving expected levels, ensuring equity strategies are effectively targeted.</p> <p>Maintenance agenda – Strong focus on Promoting Positive Relationships and Behaviour Policy to be maintained with existing and new staff.</p> <p>SQIP priority - Whole staff to embark on Attachment-Informed Trauma Sensitive Accreditation Toolkit: Pledge Award: See the whole person.</p> <p>SQIP priority – Further embed sustainability in the Early Years (ELC priority)</p> <p>Maintenance Agenda – ELC to track skills progression in Woodwork. Woodwork to commence in Primary School.</p>

<p>3. By December 2024, ELC learners will have increased opportunities for woodwork, demonstrating associated skills. <i>Outcome achieved. All staff in ELC have engaged in Woodwork professional learning, visited other establishments to see examples of good practice, as well as auditing and purchasing woodwork tools and materials. This has resulted in all ELC beginning to experience early Woodwork skills.</i></p>	
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Strategic Priority 2 **Improvement Planning** and **Standards and Quality Reporting** for 2024/2025

<u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Curriculum and assessment Performance information	<u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy	<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> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement <u>HGIOELC QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning teaching and assessment 3.2 Securing children’s progress	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p><u>School priority:</u> There has been a strong focus on LI and SC through collegiate working. QAMSO and SLC Pedagogy Palette materials has enabled high quality Learning, Teaching and Assessment CLPL for staff, which is ensuring that effective classroom practice continues to develop. HMI inspection (March 2024) recognised ‘the purpose of learning is clear in almost all writing lessons.’ Our aim is to continue to develop the features of highly effective practice.</p> <p><u>School & ELC priority:</u> In session 23/24, through self- evaluation it was recognised the learning, teaching & assessment in Numeracy required review to align more closely with CfE</p>	<p>1.By September 2024 all staff have further enhanced their understanding of the teaching and of the learning, teaching & assessment cycle.</p> <p>2.By January 2025 all staff have increased their use of data to identify and implement appropriate interventions to raise attainment in writing.</p> <p>3.By June 2024 most staff will be skilled in participating in meaningful tracking conversations and professional dialogue with peers that provides support and challenge.</p> <p>4.By June 2025 identified pupils for intervention will have increased their writing scores by 4 points on Learning Community Writing scale.</p> <p>1. By October 2024, all staff are delivering a consistent and progressive approach to Literacy.</p>	<p>IOS programme to be implemented – whole school (Mainstream & ASN) Professional reading and learning associated with L, T & A cycle.</p> <p>All teachers will engage further with class on a page data to inform next steps. – focus on Numeracy following baseline data</p> <p>IOS trio model. – planned for Term 2</p> <p>Staff apply knowledge from IOS programme with a particular focus on feedback. – changed to differentiation, leads on from LI/SC.</p> <p>Collegiate working, review of Literacy policy to ensure a consistent approach from ELC and across classes (including grammar, punctuation, handwriting).</p>	<p>Individual Learning Journals x monthly.</p> <p>Whole school T&M.</p> <p>Observed Lessons x 2.</p> <p>Learning Community Writing Scale – moderation. Assessment week</p> <p>Professional dialogue. Class observations.</p> <p>Professional dialogue. Class observations.</p>	<p>SLT</p> <p>Lit. Coordinator & Num. Coordinator</p>

<p>benchmarks. In mainstream most children are making good progress in attainment in Literacy & Numeracy. As a next step, teachers should <i>'increase pace and challenge of learning to ensure it is set at the right level of difficulty.'</i> (HMI Inspection Findings, March 2024)</p> <p>Some staff have engaged in Maths Recovery training and all classes and ELC are beginning to incorporate the principles into their classroom practice. Maths Recovery Specialist Intervention CLPL has upskilled staff to provide focused early intervention. Robust analysis of Numeracy data identified a group of learners in mainstream who are not achieving their expected age/stage for Numeracy or at risk of becoming off track. These pupils will be targeted for additional Maths Recovery sessions in line with SLC Numeracy strategy and national research on the effectiveness of this strategy for improving attainment in maths & numeracy.</p>	<p>2.By October 2024, all staff are delivering a consistent and progressive approach to Numeracy.</p> <p>3.By June 2025, levels of attainment in Literacy and Numeracy have improved in cohort progress over time.</p> <p>1. By June 2025, identified learners will show improved attainment in Numeracy.</p>	<p>Ongoing CLPL in Maths Recovery. Modelling of good practise – Maths Recovery. Parent engagement through Multiply</p> <p>3x per week Numeracy interventions.</p>	<p>Tracking conversations. P&A tracking and monitoring. Maths Recovery LFIN – August 2024 & June 2025.</p>	<p>DHT</p>
Progress and Impact			Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda	
<p><u>Developing Features of Highly Effective Practice</u></p> <p>1.By September 2024 all staff have further enhanced their understanding of the teaching and of the learning, teaching & assessment (L, T & A) cycle. <i>Outcome achieved. All teaching staff have further enhanced their understanding of the L, T & A cycle through 'Improving our Schools'. Following further analysis of data in Term 1, teachers agreed collegiately that the focus was required on differentiation in Numeracy. All teachers now report an increased understanding of differentiation (May 2025).</i></p> <p>2.By January 2025 all staff have increased their use of data to identify and implement appropriate interventions to raise attainment in writing. <i>Outcome achieved with a focus on Numeracy. All teachers have increased their knowledge of data at school and class level analysing termly Class on a Page summaries and through IOS data as part of termly planning meetings.</i></p> <p>3.By June 2024 most staff will be skilled in participating in meaningful tracking conversations and professional dialogue with peers that provides support and challenge. <i>Outcome achieved. Almost all teachers engaged in meaningful tracking conversations through trio visits, empowering teachers. Almost all</i></p>			<p><i>Maintenance – L, T & A focus on through Improving our Writing teaching sprint.</i></p>	

<p><i>teachers observed effective differentiation. Almost all teachers found the trio beneficial and felt they could adapt their practice to include aspects of the good practice observed. Skilled deployment of SSA and greater use of concrete materials were most common observations during trio visits.</i></p> <p><i>4.By June 2025 identified pupils for intervention will have increased their writing scores by 4 points on Learning Community Writing scale. Outcome achieved. All learners had raised writing achievement and now working within next level of progression pathway.</i></p> <p><u>Raise Attainment in Literacy & Numeracy</u></p> <p><i>1. By October 2024, all staff are delivering a consistent and progressive approach to Literacy. The school has developed a more robust approach to assessing, tracking & monitoring in reading and writing and is outlined in our Literacy policy. Spelling has now been identified as an area in need of focus as half of learners are off track in spelling.</i></p> <p><i>2.By October 2024, all staff are delivering a consistent and progressive approach to Numeracy. All teaching staff have now engaged in Maths Recovery CLPL and report the positive impact this has had on their confidence in planning, teaching and assessing Numeracy. This approach is outline in our Numeracy policy.</i></p> <p><i>3.By June 2025, levels of attainment in Literacy and Numeracy have improved in cohort progress over time. Teaching approaches and assessment in Maths, Writing and Reading has been more consistent. Cohort progress has been impacted, with more robust judgements of achievement of a level as staff are more data informed.</i></p> <p><i>4. By June 2025, identified learners will show improved attainment in Numeracy. Outcome partially achieved. Following data informed discussion, the cohort was reviewed and is highlighted here to reflect updated cohort and stages for 2024/25. Almost all learners engaged well, with improvements evidenced week by week. The majority of the cohort have improved their maths ages from Sept 24 to May 25, with value added ranging from 2 – 24 months.</i></p>	<p><i>SQIP Priority - Adopt approach in SQIP 25/26 for writing/sensory curriculum priorities.</i></p> <p><i>Maintenance – Review approaches to spelling, ensuring consistency in all classes.</i></p> <p><i>Maintenance – Family engagement: Multiply to be rescheduled for session 25/26.</i></p> <p><i>Maintenance – New cohort identified following planning meeting May/June 2025.</i></p>
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Strategic Priority 3 **Improvement Planning** and **Standards and Quality Reporting** for 2024/2025

<u>NIF Priority (select from drop down menus)</u> Improvement in skills and sustained, positive school-leaver destinations for all young people <u>NIF Driver</u> School and ELC improvement Performance information	<u>SLC Priority (select from drop down menus)</u> 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> 2.3 Learning, teaching and assessment 3.3 Increasing creativity and employability <u>HGIOELC QIs (select from drop down menus)</u> 2.3 Learning teaching and assessment 3.3 Developing creativity and skills for life and learning	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
Learners are supported to develop skills across the 4 capacities. Within most classrooms, evidence of skill development through STEM and play pedagogy is captured through floor books and learner conversations. Our next step is to develop a progressive skills-based approach to learning.	1.By October 2024, pupils will begin to use associated skills-based vocabulary when assessing their learning. 2.By June 2025, almost all learners in the mainstream P3-7 classes and where appropriate in supported classes, will be able to track and monitor their own skill development, highlighting their own strengths and next steps.	Skills to be referred to through daily learning, teaching & assessment. Floorbook planning/Celebrating Success Whole school approach to tracking of skills.	Class observations termly. Learner conversations termly. Individual pupil records.	DYW/Skills Coordinator
Progress and Impact			Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda	
<u>Further develop skills-based approach to learning</u> 1.By October 2024, pupils will begin to use associated skills-based vocabulary when assessing their learning. <i>Outcome partially achieved. There is an increased focus on skills development across the school as evidenced in floor book planning. Pupils are beginning to become more familiar with the associated vocabulary and use this to describe their learning. Qualitative data from SQIP review (May 2025) showed a requirement and desire from teachers and support staff to focus further on skills for life, sensory curriculum, review ASN approaches to teaching and learning, particularly with more complex needs.</i> 2.By June 2025, almost all learners in the mainstream P3-7 classes and where appropriate in supported classes, will be able to track and monitor their own skill development, highlighting their own strengths and next steps. <i>This was undertaken through floor book evidence this session</i>			<i>SQIP priority –With the increasingly complexity of needs there is a need to audit resources and teaching and learning approaches to provide further opportunities for a sensory and skills-based curriculum aligning more closely to individual milestones.</i>	

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

<p style="text-align: center;"><u>SLC Stretch Aims</u></p> <p style="text-align: center;">ACEL Primary – Literacy – P1, P4 & P7 combined ACEL Primary – Numeracy – P1, P4 & P7 combined Attendance</p>						
Rationale for PEF / PB Spend	Allocation of PEF / PB spend	Outcome (Intended impact)	Operational activity	Measures	Mid year review RAG	End of year review RAG
Through robust analysis of our Literacy data, we have identified a group of 17 learners in reading with identified reading difficulties or barriers to reading. Our PEF SA will provide targeted support to improve attainment for these individuals.	10 hours Support Assistant (SA)	By June 2025, the identified cohort will show raised attainment in reading.	Targeted interventions outlined in Literacy consultation/ASP/Staged intervention. Code cracker	Salford Reading assessment – May 2024, Jan 2025 & June 2025. National Standardised assessments. YARC assessments – August 2024 & June 2025. FLIPP assessments. RWRA. PM Benchmarking.		
We have two key groups identified as having distressed and or SEBN in mainstream and supported classes. The PEF SA will lead nurture to support. We recognise the need to engage with a range of outside agencies to best support these individuals.	10 hours Support Assistant (SA)	By June 2025, at least 4 of the identified cohort will have improved their wellbeing; their barriers to learning will have reduced.	Data will inform nurturing targeted interventions.	Boxall profile scores for both developmental and diagnostic. ASP/PLP targets & evaluations. Nurture evaluations. Glasgow Wellbeing self-assessments.		

	10 hours Support Assistant (SA)	By June 2025, the identified cohort will have improved their wellbeing; and increasing time spent in class.	Data will inform nurturing targeted interventions.	Boxall profile scores for both developmental and diagnostic. ASP/PLP targets & evaluations. Nurture evaluations. Glasgow Wellbeing self-assessments.		
Robust analysis of school attendance figures shows an attendance gap across all stages except P5. SIMD 1/2+FME attendance average is 5.8% below the school average (90.1%). We have identified 2 key groups.	0.3 YFCL	1.By June 2025, in grp 1, all learners within identified group will have increased their attendance between 5-10% (average baseline for these learners is 61%). 2.By June 2025, in grp 2, at least 6 identified learners will have improved attendance of at least 5% (average baseline for these learners is 86%).	YFCL to monitor attendance fortnightly in partnership with HT. Attendance logs to support identification of barrier to attendance, with a personalised plan developed in partnership with pupil and parent/carer.	Attendance tracking and monitoring – fortnightly. Attendance logs.		
	TOTAL SPEND (incl carry forward) £	£30627.66				
Progress and Impact			Next Step(s) and rationale to inform PEF spend session 2025/2026.			
<p><u>Raised attainment in Reading</u></p> <p>By June 2025, the identified cohort will show raised attainment in reading. <i>Outcome achieved: Following data informed discussion, the cohort was reviewed and is highlighted here to reflect updated cohort and stages for 2024/25. Through targeted intervention, there was an improvement of between 20-44% in reading accuracy for almost all learners.</i></p> <p><u>Improved Wellbeing</u></p> <p><i>Group 1 – Outcome partially achieved, as evidenced through PPRUDB monitoring and Boxall profiling. Increased engagement levels have also been evident through class visits. All learners have sustained full time in their allocated class.</i></p> <p><i>Group 2 - Outcome partially achieved.</i></p> <p><u>Improved Attendance</u></p> <p><i>Group 1 Outcome achieved. All learners improved their attendance by at least 10% (Based on data collated 31.5.25). Improvements in individual attendance varied from 10-34%.</i></p> <p><i>Group 2 Partially outcome achieved. The majority of learners improved their attendance by 5%+.</i></p>			<p><i>SQP priority - Identify new cohort for 25/26.</i></p>			

Average whole school attendance as of 31.5.25 is 93.4%, this is an increase of 3.3% since session 23/24. Holidays out with term time will impact the overall June data however this is a positive improvement.	
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Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Continue to ensure the school community are aware of UNCRC and how this relates to daily life in school.	School Community	June 2025 – Partially achieved
Staff in supported classes to continue to embed the principles of Attention Autism. Progress to continue to be tracked and monitored through professional dialogue with SALT and tracking conversations.	CT, SA, SALT	June 2025 - Partially achieved
Outdoor space will be further utilised as an extension to the classroom.	CT, SA	June 2025 - Partially achieved
Consistency of approach to planning, tracking & monitoring will be outlined in school policy.	SLT, CT	June 2025 - Achieved
RAISE planners to be used in all classes.	CT	June 2025- Achieved
Further develop parental engagement in home learning in Literacy & Numeracy (FLIPP, NELI, Multiply, Maths Recovery)	EYTL, Literacy Coordinator, Numeracy Coordinator, YFCL	June 2025 - Partially achieved
Curricular interventions will identify cohorts requiring targeted support (eg NELI, Catch Up Reading, Nurture, 5 Minute Box) and will be closely tracked and monitored to measure impact, with the introduction of whole class and ELC NELI.	CT, SA	June 2025 - Achieved
SLC Cost of the School Day Guidance for Schools and Early Years Establishments to inform next steps in reviewing our Cost of the School Day policy. YFCL to continue to source external funding to have zero cost to families.	HT, YFCL, Parents/carers & pupils	June 2025 - Achieved
Parental engagement to be further enhanced following June 2024 consultation.	SLT	June 2025- Not achieved
Develop our range of digital technology experiences on offer daily to reduce barriers to learning and promote resilience and independence.	CT/ELC	June 2025 – Partially Achieved

Evaluation of Quality Indicators – Carstairs Junction Primary School & ELC June 2025

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