

Agile Improvement Plan **Workbook**

Carmuir's Primary and ELC



Year 2026-2027

Click to type

Impact

Q1 – What impact do we want to have?

An increase in almost all pupil's writing skills and therefore an improvement in writing attainment which will reflect in pupils being at their appropriate CfE levels.

To improve literacy in all areas of the nursery and be reflected in their tracking data.

Problem

Q2 – What problems are we trying to solve?

Include evidence supporting our understanding of the problems

Pupils lack of confidence and interest in writing.
Pupils reluctance to create stories to produce.
Pupils lack of writer's craft and punctuation in creating well written stories.
Lack of engagement and low self-esteem resulting in opting out or dysregulatory behaviour when writing occurs in class.
Low attainment in writing particularly in P6.
Some pupils require 1:1 support with writing.
Inconsistency in spelling strategies/resources.

Most children are lacking basic literacy skills when they begin nursery.
Most children would actively choose play based activities as opposed to provocations of literacy learning.

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

Following on from PM Writing training, continue to embed writing practices.
Create a PM Writing progression for staff to follow.
Develop a revised Literacy Policy to incorporate Talk for Writing and PM Benchmarks as literacy tools.
More opportunities for stage/level partners to plan together.
Develop child friendly Success Criteria which is added to front of literacy jotter.
Develop literacy assessment grids similar to numeracy grids to track attainment.
Introduction and trial of new spelling programme, Wrap Around Spelling.
Compare SWST scores at start and end of year.
Bank of templates for text types.

Establish a Lending Library every Monday.
Focus on core stories once a term.
Create support and challenge groups.
Nursery Narrative
Book Bug and YML.

Evidence

Q4 – How would we judge whether or not we have been successful?

Almost all pupils actively engaging in writing lessons.
Almost all pupils seeing an increase in their Writing Levels.

An improvement in tracking assessment literacy data.
Almost all children would be engaging in literacy opportunities.

Impact

Q1 – What impact do we want to have?

Almost all pupils being more confident and efficient in their application of maths and numeracy concepts.

Almost all pupils being more confident and efficient in their application of maths and numeracy concepts.

Problem

Q2 - What problems are we trying to solve?

Include evidence supporting our understanding of the problems

Pupils lack of knowledge and understanding of basic numeracy concepts.

Pupils lack of confidence in knowing which application to use.

Pupils' realisation that there are many ways to find an answer.

Most children are lacking basic numeracy skills when they begin nursery.
Most children would actively choose play based activities as opposed to provocations of numeracy learning.

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

Discuss range of maths and numeracy assessments for teachers to access.

Fully embed the new numeracy tracking system across the school.

Implement Number Talks and Maths recovery to support mental maths development.

Continue to focus on roll out of maths vocabulary across the school.

Review, update and implement Maths and Numeracy Policy

Create support and challenge numeracy groups.
Change to nursery spaces.
Provide new loose parts to extend and stimulate experiences in maths and numeracy.
Staff training to develop skill set in numeracy.

Evidence

Q4 – How would we judge whether or not we have been successful?

Almost all pupils showing more confidence in actioning maths and numeracy concepts.

Almost all pupils showing an improvement in their Numeracy Attainment Levels.

Almost all pupils having increased knowledge of relevance and application of maths and numeracy in real life situations.

An improvement in tracking assessment numeracy data.
Almost all children would be engaging in numeracy opportunities.

Impact

Q1 – What impact do we want to have?

Focus on 2.3 Learning and Engagement – eagerness to learn, challenging experiences, pupil choice, pupils leading learning, understanding the purpose of learning.

Focus on 2.3 Quality of Teaching – use of creative teaching approaches, clear instructions/explanations, skilled questioning, higher order thinking skills, effective monitoring and feedback to pupils.

Development of pupil leadership groups to increase engagement and skills.

Problem

Q2 – What problems are we trying to solve?

Include evidence supporting our understanding of the problems

Lack of engagement of some pupils in their learning – pupils opting out, dysregulated behaviour, minimum effort/lack of pride in self.

Ensuring appropriate pace and challenge in teaching and learning to harness and maintain motivation to learn.

More opportunities for pupils to lead learning and inform planning leading to increased understanding of purpose of learning and impact of change/improvements.

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

Use of Thinglink (David Ironside) <https://www.thinglink.com/card/1782073680977723878>

New Pedagogy Strategy (Susan Thomson) from authority

Devise our Pedagogy strategy in Carmuir

Create pupil focus groups to gather views on learning and teaching.

Pupil leadership groups to improve/enhance pupils' learning/experiences and opportunities within school and its local community

Evidence

Q4 – How would we judge whether or not we have been successful?

Almost all pupils engaged in their learning and showing high levels of motivation.

Almost all pupils able to talk confidently about their current learning and an awareness of their next steps.

Almost all pupils experiencing opportunities to lead learning through planning, decisions around resources to use, decisions around how to learn.

Impact

Q1 – What impact do we want to have?

Focus on 2.3 Effective Use of Assessment to report effectively on pupils' progress.
Shared understanding of expectations of learning for all (non-negotiables).
Focus on use of Moderation across stages and curricular areas.
Increased pupil involvement in planning their next steps in learning through use of self and peer formative assessment.
Effective use of data to ensure intervention equity for all our pupils.

Problem

Q2 - What problems are we trying to solve?

Include evidence supporting our understanding of the problems

Lack of pupil involvement in their next steps and awareness of where they are in their learning.

More confident teacher analysis of data informing judgements and improving outcomes for pupils

More accurate gathering of evidence in line with benchmarks

Better use of highlighting of next steps

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

Establish a robust body of high-quality assessments to support judgements and inform next steps.
Tracking and monitoring is well understood by all staff.
Create effective moderation sessions with clear purpose, evidence gathering/sharing and feedback for planning.
Better tracking of attainment over time (3.2)

Evidence

Q4 – How would we judge whether or not we have been successful?

Staff confidently using assessment tools and professional judgement to accurately discuss attainment, interventions and next steps in planning.
Almost all pupils making effective use of formative assessment to build meaningful purpose in their learning.
Staff becoming more confident in analysing attainment over time to track and support pupils effectively.

Clarify Canvas • Pillar 3, Short 1 – Carmuir's Approach to Wellbeing

Impact

Q1 – What impact do we want to have?

Whole school community having an understanding of our Approach to Wellbeing.
Increased pupil responsibility and skill development as they participate in pupil leadership groups.
Children having awareness of their rights and how to ensure this is equitable.
Create an identity graphic for Carmuir's by revisiting our values, vision and aims to

Problem

Q2 – What problems are we trying to solve?

Include evidence supporting our understanding of the problems

Our demographic creates inequality and lack of inclusion.
49% of pupils have ASN
86% of pupils live in deciles 1 and 2.
A wide range of social and emotional needs impact on children being in the right place to learn.
High number of children awaiting referrals for undiagnosed conditions.
Offering appropriate spaces and support for dysregulated children.

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

Creation of a nurture room called our Rainbow Room.
Creation of a wellbeing sketch note highlighting what we do.
Set up RRS group.
Refresh vision and aims.

Evidence

Q4 – How would we judge whether or not we have been successful?

Almost all pupils being ready to learn.
Effective supports/spaces in place to help pupils regulate.
Develop a sense of identity and pride in our school.

Impact

Q1 – What impact do we want to have?

Pupils being better equipped to recognize their own feelings, emotions and behaviours.

Pupils being enabled to better monitor and manage their own emotional and mental health.

Aim is for pupils to be ready to learn and prepared for positively addressing challenges they may face in their learning or with their peers.

Problem

Q2 - What problems are we trying to solve?

Include evidence supporting our understanding of the problems

Many pupils exhibiting traits of low resilience, self confidence and self-worth.

This often results in negative behaviours such as shouting, swearing, lashing out. But more frequently in opting out of learning which greatly impacts on their learning and development and ultimately their attainment.

Low resilience can also cause attendance or lateness concerns which also impacts on attainment.

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

Introduction of Decider Skills with staff also known as Good2Go Programme. Staff embedding Decider Skills in everyday teaching to:

- Recognise and manage emotions
- Build resilience and confidence
- Make helpful, skillful choices
- Strengthen mind-body awareness
- Develop a shared language for wellbeing

Evidence

Q4 – How would we judge whether or not we have been successful?

Pupils ready to learn – attendance and attainment improving

Pupils experiencing increased resilience and coping strategies – good mental health and wellbeing.

Pupils able to access these skills out with school positively and in later life - giving them positive experiences and outcomes.

School Improvement Priorities - Short

Pillar 1

Curriculum, Learning,
Teaching and Assessment

1

Click to type

2

Click to type

3

Click to type

4

Click to type

5

Click to type

6

Click to type

Pillar 2

Culture, Ethos, Relationships,
Equality and Inclusion

1

Click to type

2

Click to type

3

Click to type

4

Click to type

5

Click to type

6

Click to type

Pillar 3

Improving Outcomes

1

Click to type

2

Click to type

3

Click to type

4

Click to type

5

Click to type

6

Click to type

School Improvement Priorities - Medium

Pillar 1

Curriculum, Learning,
Teaching and Assessment

- 1 Click to type
- 2 Click to type
- 3 Click to type
- 4 Click to type
- 5 Click to type
- 6 Click to type

Pillar 2

Culture, Ethos, Relationships,
Equality and Inclusion

- 1 Click to type
- 2 Click to type
- 3 Click to type
- 4 Click to type
- 5 Click to type
- 6 Click to type

Pillar 3

Improving Outcomes

- 1 Click to type
- 2 Click to type
- 3 Click to type
- 4 Click to type
- 5 Click to type
- 6 Click to type

Q1 – What impact do we want to have?

Q2 - What problems are we trying to solve?

Include evidence supporting our understanding of the problems

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

Q4 – How would we judge whether or not we have been successful?

Rapid Action Plan • Pillar x, Short x

Q1. Deliverables What are the next most important deliverables?	Q2. Responsibility Who will take the lead? Who else will be involved?	Q3. Timeline What is the timeframe for delivery?	Q4. Resources What resources, time or support will be needed?	Q5. Barriers What could get in the way of successful completion? How will we work to minimise this impact?

Q1. What progress have we made?

Q2. What challenges are we facing?

Q3. What concrete actions should we take next?

Optional question: what impact evidence will we collect?