



Mauchline Primary School & Early Childhood Centre
Improvement Plan 2024/25



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School Improvement Plan	Mauchline Primary School and Early Childhood Centre
Head Teacher	Robyn Davidson
Date Submitted	Submitted to Chief Education Officer on : 26 th June 2024

School/ Centre Vision and Values	<p><u>Our School Vision:</u></p> <p>Our vision for Mauchline Primary School and Early Childhood Centre is to create a learning community where every child is inspired, supported and motivated to work hard and try to achieve the very best they can, now and in the future.</p> <p><u>Our Values:</u></p> <ul style="list-style-type: none">• Respect• Honesty• Friendship• Determination <p><u>Our Aims:</u></p> <ul style="list-style-type: none">• We aspire to provide a safe, welcoming and nurturing learning community where everyone is included and respected.• We aspire to motivate and inspire our pupils to be ambitious learners who are determined to succeed.• We aspire to provide a curriculum which is stimulating and designed to promote challenge and enjoyment.
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In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

Consultation on improvement plan includes the following stakeholders:	Completed
Children and Young People	x
Parent Council and Forum	x
Teachers, practitioners and ALL school/centre staff	x
Volunteers/ Community partners	x
Local bodies representing teachers, staff, volunteers and any	x

Content of plan	Completed
Takes account of strategic priorities outlined in the education authority's Annual Plan.	x
Takes account of the strategy for parental involvement under section 2 (4A)	x
An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	x
Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	x
Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for	x

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parent bodies further associated to the school/centre.	
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improvement and in the improvement activities specified	
HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs	x
There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	x

Head Teacher / Head of Centre Signature:



Pupil and parental strategic involvement

<p><i>For session 2024-5, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i></p>	<p><i>For session 2024-5, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i></p>
<ul style="list-style-type: none"> • Through RRSA and PATHS all pupils will be involved in the promotion of wellbeing, participation, relationships and self-esteem. All children will be involved in the creation of class charters. • Every child from P4-P7 will have the opportunity to be on a school committee/take on a leadership role (with some from P2-3). At the end of every session, children will undertake an evaluation exercise on the impact/success and areas for improvement. • Some children will be involved in leading assemblies throughout the school year and sharing their views and ideas on learning with the rest of the school, parents and carers and the wider community. • A selection of children will be involved in learner conversations throughout the year as part of quality assurance procedures. • All children will have the opportunity to share their views on aspects of school life through assemblies and surveys. In the ECC this happens through 'Together Time', floor books and surveys. • Pupil Council focus group to be involved in consultation process, decision-making and evaluations. • ECC and Primary 1 pupils are involved in the planning and evaluation of learning activities, which is evidenced through floor books and Learning Journals. Primary 3-7 pupils are involved in setting personal learning targets and the school will continue to develop a consistent approach to target setting and use of individual pupil blogs for P5-7 pupils. • House captains play a role in enhancing the house and school ethos. 	<ul style="list-style-type: none"> • Across the year, parents and carers from every class will have the opportunity to attend "Sharing the Learning" sessions with their children to experience teaching and learning first hand and to learn about how to support children with learning at home. Parents and Carers will be asked to complete an evaluation task to inform improvements or make suggestions for the next "Sharing the Learning" session. • We will make wider use of survey-type responses to gather parental views, which in turn will influence decision-making within the school. • Through our very active Parent Council, parents will continue to have a voice in how the school moves forward (in-person and online). • Class and ECC blogs, and school app will be used to update and inform parents about their child's class, including newsletters, photos of activities and curricular focus.

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Improvement Priorities <i>(Expressed as outcomes for learners)</i>	Education Service Improvement Plan 1: Our Leadership We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom, playroom and centre.
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What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Continue to include and collaborate with the children to inform and support change, and provide opportunities for pupil voice to drive forward improvement through the use of committees and other leadership roles. 	SLT	Sept – May
<ul style="list-style-type: none"> School Improvement Groups/Working Parties to be created to include teaching staff, support staff and ECC staff. Staff to take ownership of action plans and lead improvements in relation to outdoor learning, STEM and health and wellbeing. 	All staff	Sept – Apr
<ul style="list-style-type: none"> Work in partnership with the Robert Burns Academy Education Group to address improvement priorities and work collaboratively. 	HT	Oct and In-Service Days
<ul style="list-style-type: none"> Staff will have access to high quality professional learning that supports their development to improve experiences and outcomes for children and young people, utilising EAC’s comprehensive professional learning framework to support leadership development; collaborative enquiry; practitioner enquiry; and evidence-based practice and pedagogies, with a focus on STEM. 	SLT	May
<ul style="list-style-type: none"> Ensure UNCRC is embedded in our work with young people in policy and practice – apply for Gold RRSa this session. 	Lyndsey Murray and HT	May

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
<ul style="list-style-type: none"> Classroom assistant hours funded through PEF 	<ul style="list-style-type: none"> Support identified children to raise attainment and achievement 	<ul style="list-style-type: none"> Hazel Cousar 	Sept - March

Evidence of Impact against outcomes for learners.

- Professional learning opportunities will lead to an improvement in staff confidence and skills and abilities in teaching STEM across the school; leading to enriching and high-quality learning experiences for our learners. .
- Staff will plan learning and teaching collaboratively across their stages to ensure a consistent approach and evaluate the learning as part of moderation approaches.
- Our learners will continue to develop the necessary resilience and confidence to enable them to contribute to and make decisions about their own learning and to lead others' learning, and will be able to demonstrate this in a range of learning contexts within the school and community.
- Feedback from learner conversations demonstrate knowledge, skills and expertise developed through committees and other leadership roles.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session

Improvement Priorities <i>(Expressed as outcomes for learners)</i>	Education Service Improvement Plan Priority 2: Teaching and Learning Together Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.
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What actions are required to reach the desired outcome?	Who	When
<p><u>STEM</u></p> <ul style="list-style-type: none"> • Ensure STEM is a core focus of the curriculum and provide a greater range of opportunities to use digital skills creatively across the curriculum to enrich learning experiences • Review approaches to collaboratively planning projects and IDL opportunities, with a focus on STEM this session. • Further develop the current STEM area and link this with the classroom to create a STEM classroom and breakout area. • Streamline IDL and STEM planners to ensure a coherent, cohesive, innovative and progressive programme in place across all stages. • STEM professional learning through EAC STEM lead, including the effective use of AI, to enable all staff to confidently provide rich and engaging STEM learning opportunities. <p><u>Partnership Working</u></p> <ul style="list-style-type: none"> • Work in partnership virtually with schools of a similar demographic to plan moderation activities to ensure accurate and consistent assessment. • Engage with our parent body and wider community links further to explore a range of opportunities for our pupils to continue to learn about the world of work. • Further develop partnerships with businesses in order to support the development of progressive skills for learning, life and work and jointly plan and evaluate shared projects. 	<p>HT, STEM lead and working party</p> <p>All staff</p> <p>HT</p>	<p>Sept – Feb</p> <p>October – March</p> <p>May</p>

<p><u>Consistency</u></p> <ul style="list-style-type: none"> • Create the ‘Mauchline Gold Standard Lesson’ to ensure consistently high standard of teaching and learning. • Continue use of EAC progression planners and developmental milestones consistently from Early to Second level. • Further enhance outdoor provision to ensure staff are consistently and effectively using outdoor areas to enhance learning. 	<p>SLT</p> <p>Teaching and ECC staff</p> <p>All staff</p>	<p>Aug</p> <p>Ongoing</p> <p>March</p>
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PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
<ul style="list-style-type: none"> • Classroom assistant hours funded through PEF 	<ul style="list-style-type: none"> • Support identified children to raise attainment and achievement 	<p>Chelsey McCreddie</p>	<p>Sept - March</p>

<p>Evidence of Impact against outcomes for learners.</p> <ul style="list-style-type: none"> • Maintain attainment above 85% in numeracy at P1 and above 80% at P4 and P7, with a focus on providing high-quality numeracy experiences through STEM. • ECC staff confidently using developmental milestones tracker. • All children consistently experience high quality teaching and learning as detailed in the ‘Mauchline Gold Standard’ lesson. This will be evident during learning visits and learning conversations with children and discussed at pace and challenge meetings with staff. • Consistent planning processes are in place for all curricular areas. • STEM lessons being planned collaboratively and children accessing weekly experiences and activities which are of high-quality and impact on their engagement and enjoyment – use surveys to gather evidence.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

<p>Improvement Priorities (Expressed as outcomes for learners)</p>	<p>Education Service Improvement Plan Priority 3: Our wellbeing and belonging</p> <p>We want all of our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.</p>
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What actions are required to reach the desired outcome?	Who	When
<p><u>CLPL</u></p> <ul style="list-style-type: none"> • A thorough analysis of the school's Dysregulation Analysis Tracker (once shared by EAC) will be used to plan appropriate CLPL, to increase the confidence and skill set of all staff, over time, to successfully intervene when children present as significantly dysregulated within the school and ECC environment. • Provide further CLPL opportunities linked whole school approaches in wellbeing, including: nurture; The Promise; trauma-informed practice; further neurodiversity training; anti-bullying and restorative approaches. <p><u>Mental Health and Wellbeing</u></p> <ul style="list-style-type: none"> • Undertake self-evaluation of our Mental Health and Wellbeing provision utilising the Mental Health a Whole School Approach: Framework to meaningfully engaging with pupils, staff and parents. Using the framework to identify key priorities and undertake actions to improve the provision. • Continue to utilise the Glasgow Motivation and Wellbeing Profile twice per year to inform targeted and whole class/school wellbeing supports. Review nurturing approaches within the school in line with the 'affiliation' thread within the Glasgow Motivation and Wellbeing Profile. Apply and extend nurture as a whole school approach to meet the needs of all learners. Shift focus from theory to practice. For example, research how physical activity can improve mental wellbeing. 	<p>HT and HWB lead</p> <p>All staff</p> <p>HWB lead</p> <p>HWB lead and teachers</p>	<p>Dec</p> <p>Sept – May</p> <p>Aug</p> <p>Oct and March</p>

<ul style="list-style-type: none"> Involve the wider parent body and partners in providing extra-curricular activities for the children linked to physical activity. Provide parent awareness sessions to enhance parental supports available at home. 	HT	Oct
<p><u>HWB Curriculum</u></p> <ul style="list-style-type: none"> Embed the authority Planning, Learning, Teaching and Assessment Guidance, and the HWB <u>Progression Frameworks</u>, to ensure continued ambitious progress. 	HWB lead	March
<p><u>Attendance</u></p> <ul style="list-style-type: none"> Undertake review of processes and procedures to support and promote attendance, and utilise the supports and interventions available to provide effective access to learning for those who require a flexible approach. 	Teachers	Oct
<p><u>Poverty</u></p> <ul style="list-style-type: none"> Continue our commitment to eradication of child poverty, with particular ongoing focus on cost of the school day, in alignment with Tackling Child Poverty and strategic planning. 	HT	Sept
	SLT	Ongoing

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
<ul style="list-style-type: none"> CA hours funded to continue to staff the wellbeing room. 	<ul style="list-style-type: none"> Identified children ready to learn and make progress in their learning. 	Hazel Cousar	Aug-March

Evidence of Impact against outcomes for learners

- The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.
- GMWP data for classes will indicate improvements in wellbeing across the school from baseline measures obtained in October. Impact of interventions will be evident in comparative data gathered in March.
- Our children will demonstrate resilience and a "can do" attitude towards their learning.
- Improvement in whole school attendance and a decrease in the number of children who have less than 90% attendance.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session

Improvement Priorities <i>(Expressed as outcomes for learners)</i>	Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements We want the very best for all of our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels.
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What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> • Ensure attainment continues to be rigorously tracked and monitored, and appropriate interventions are in place for those requiring support. • Review our method of tracking pupil achievements and look to offer opportunities for children to achieve in varying contexts; continuing to provide opportunities for children to participate in their wider community. • Continue to monitor and track poverty related attainment gap and provide supports through PEF to close this gap. 	SLT SLT SLT	TP1, 2 and 3 Sept TP1, 2 and 3

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
<ul style="list-style-type: none"> • Classroom assistant hours funded through PEF 	<ul style="list-style-type: none"> • Support identified children to raise attainment and achievement 	Chelsey McCreadie	Sept - March

Evidence of Impact against outcomes for learners

- Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after.
- Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.
- There is evidence that children and young people are applying and increasing their achievements through active participation in their local community.
- Using appropriate, timeous and effective collection of data and pupil voice to support increased pace and challenge or to identify when a learner needs support.

Primary 1, 4 and 7 attainment data over time:

Primary 1 Reading				Primary 1 Writing				Primary 1 L&T				Primary 1 Numeracy			
20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24
84	88	83	86	76	85	78	88	90	95	93	93	84	85	90	88
P4 Reading				P4 Writing				P4 L&T				P4 Numeracy			
20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24
73	76	71	88	69	67	71	81	82	91	83	98	69	79	81	85
P7 Reading				P7 Writing				P7 L&T				P7 Numeracy			
20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24	20/21	21/22	22/23	23/24
75	74	84	81	68	79	79	81	73	95	93	97	68	76	84	87

- Maintain at least 85% attainment in reading, writing, L&T and numeracy in Primary 1.
- Maintain at least 85% attainment in reading, L&T and numeracy in Primary 4, with a target of improving to 85% attainment in writing.
- Maintain 70%-80% attainment in reading, writing, L&T and numeracy in Primary 7.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

Summary of Improvement Plan

Our Leadership	Teaching and Learning Together
<ul style="list-style-type: none"> • Continue with committees and leadership roles, involving parents/carers where appropriate. • Working Parties and leads to plan and lead improvements in relation to outdoor learning, STEM and health and wellbeing. • Work in partnership with the Robert Burns Academy Education Group to address improvement priorities and work collaboratively. • Staff will have access to high quality professional learning, with a focus on STEM. • Ensure UNCRC is embedded in our work with young people in policy and practice – apply for Gold RRSAs this session. 	<ul style="list-style-type: none"> • Ensure STEM is a core focus of the curriculum and provide a greater range of opportunities to use digital skills creatively across the curriculum to enrich learning experiences. • Further develop the current STEM area and link this with the classroom to create a STEM classroom and breakout area. • STEM professional learning through EAC STEM lead, including the effective use of AI, to enable all staff to confidently provide rich and engaging STEM learning opportunities. • Further improve partnership working • Create the ‘Mauchline Gold Standard Lesson’ to ensure consistently high standard of teaching and learning. • Further enhance outdoor provision to ensure staff are consistently and effectively using outdoor areas to enhance learning.
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
<ul style="list-style-type: none"> • Provide further CLPL opportunities linked whole school approaches in wellbeing, including: nurture; trauma-informed practice; further neurodiversity training; anti-bullying; supporting dysregulation; and restorative approaches. • Continue to utilise the Glasgow Motivation and Wellbeing Profile twice per year to inform targeted and whole class/school wellbeing supports. • Involve the wider parent body and partners in providing extra-curricular activities for the children linked to physical activity. • Provide parent awareness sessions to enhance parental supports available at home. • Undertake review of processes and procedures to support and promote attendance. • Continue to focus on reducing the cost of the school day. 	<ul style="list-style-type: none"> • Ensure attainment continues to be rigorously tracked and monitored, and appropriate interventions are in place for those requiring support. • Review our method of tracking pupil achievements and look to offer opportunities for children to achieve in varying contexts; continuing to provide opportunities for children to participate in their wider community. • Continue to monitor and track poverty related attainment gap and provide supports through PEF to close this gap.