



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Communities and Education Directorate

Annick Primary School & Early Years

Improvement Plan

2023-2024



Vision, Values and Aims

ANNICK PRIMARY and EARLY YEARS

We learn, care and work together, ensuring every member of the school community is included, respected and provided with the necessary tools to create a positive future for all.

Safe

We want everyone to have a trusted adult to talk to when they need to.

We want a safe environment for us to learn and achieve in.

We provide a safe and secure school and maintain an open relationship with parents and community.

We promise to look after each other and ensure everyone is included.

Kind

We will ensure that everyone feels supported.

We will listen to our friends and be there to help them when they are ready.

Respect

We believe in and include everyone in the life of the school.

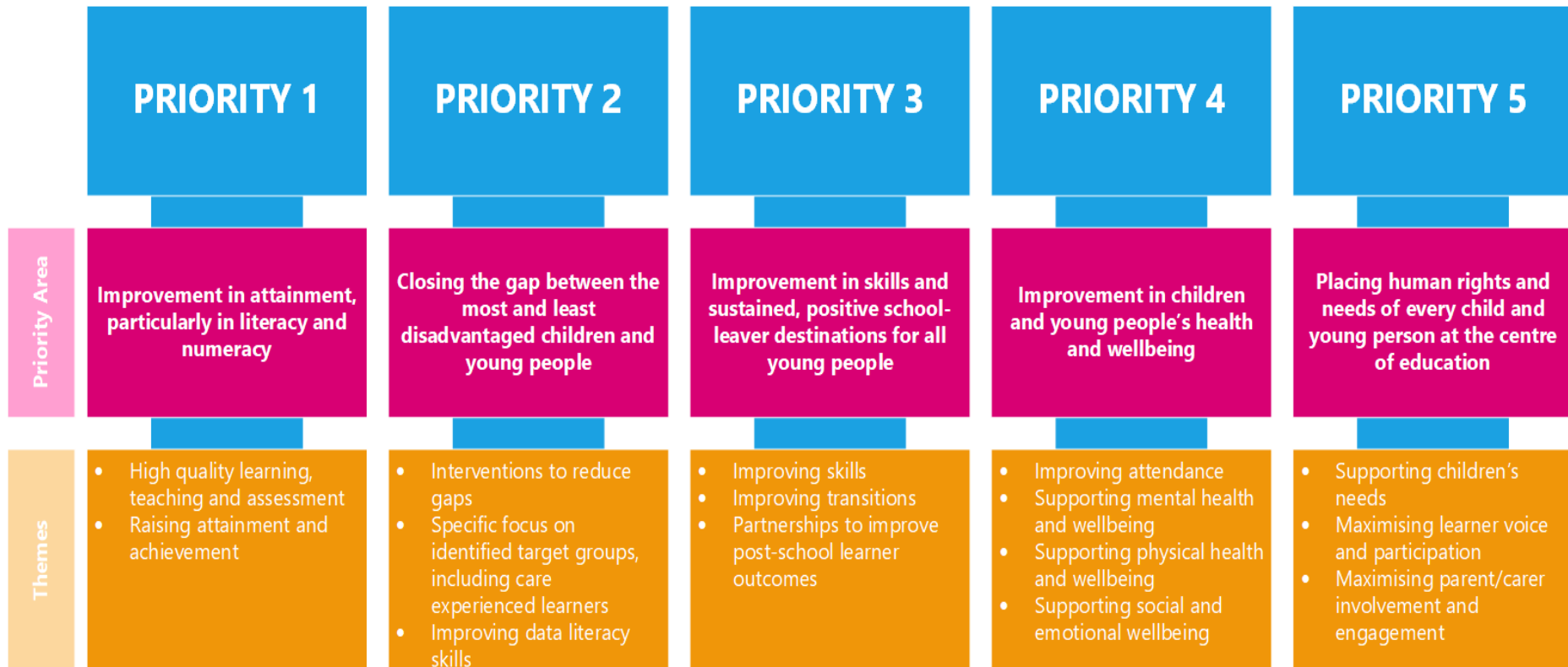
We stand up for each other and we are loyal towards each other.

We listen to what people have to say and try to understand their point of view.



EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2023/4 – 2025/6

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead.



PRIORITY 1 : Raising attainment in numeracy (*whole school*)

Strategic Objective:

What do you want to specifically achieve across your school/department/EY centre?

In primaries 5-7 raising attainment in numeracy and maths through the development of mathematical and reasoning skills, supporting our most vulnerable pupils to achieve. Develop play provocations across Early level to support the development of numeracy skills. We will work on ensuring a consistent approach to numeracy across the school.

Highlight your KEY drivers for this improvement priority: UNCRC 28 + Global goals 4, 10

Service Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership & management of staff (*practitioners*)
- 1.5 Management of resources to promote equity

HGISO & HGIO ELC

Language specific to HIGIOELC is in green

- 2.1 Safeguarding & Child Protection
- 2.2 Curriculum
- 2.3 Learning, teaching & assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing equality and inclusion
- 3.2 Raising attainment & achievement (*Securing children's progress*)
- 3.3 Increasing creativity and employability (*Developing creativity and skills for life and learning*)

NIF Drivers of Improvement

1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

- 1.1 Nurturing care and support
- 1.2 1.2 Children are safe and protected
- 1.3 Play and learning
- 1.4 Family engagement
- 1.5 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 2.1 Quality of the session for care, play and learning
- 2.2 Children's experience high quality facilities

- 3.1 Quality assurance and improvement are led well
- 3.2 Leadership of play and learning
- 3.3 Leadership and management of staff and resources

- 4.1 Staff skills, knowledge and values
- 4.2 Staff recruitment
- 4.3 Staff deployment

Rationale for Change

What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.

Analysis of our PTM data at P3, P5 and P6 and our SNSA data shows that our learners find mathematical reasoning and problem solving challenging. Post-Covid we need to re-establish consistent approaches to the teaching of numeracy and problem solving to ensure good practice continues throughout the school. Our SNSA data for numeracy at P1 this session was lower than literacy for the first time. This coincides with our move to a play-based approach, and we need to consider how we ensure numeracy and maths is developed in all areas of our play provocations which was a real strength of our literacy in session 22-23. Our Early Years milestone data shows an increase on last session; however, we have children who have deferred their P1 entry and will require challenge. Exploration of the Early Level framework, PLA numeracy play planner and use of benchmarks will be used to support.

PRIORITY 1: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Learners will develop their skills of mathematical reasoning and problem solving to support depth and breadth of learning.	LbQ resource to support the teaching of mathematical reasoning and problem solving skills.	CT/ DHT JR By June 24	Use of PTM pre and post intervention. LbQ assessments Moderation activities SLT classroom observations		£1750
Learners will confidently explore numeracy skills through play provocations across all areas of the classroom and playroom with appropriate support or challenge.	Implementation of PLA resources to support numeracy through play. Early Level framework. Benchmark tracker.	EYPs, CTs, SLT By June '24	Teacher professional judgements Environment audit Classroom/playroom observations		
Learners will work with staff to develop our curriculum rationale to ensure our learning and teaching is meeting the needs of our context.	Educational Development team will work with staff to ensure our curriculum reflects the needs of our learners.	NAC Adult leadership, whole staff, pupil, parents Sept 23	Pupil, staff and parent questionnaire.		
Learners will experience consistent quality and approaches to learning, teaching and assessment of numeracy and maths.	Re-establish a consistent approach to teaching of numeracy. Reflect of assessments. Staff will engage with NAC Numeracy policy.	CT/ DHTJR By June '24	Classroom observations Forward plans, planning meetings and target setting meetings		
Learners develop their number sense skills.	Numeracy interventions focusing on nurturing number sense.	PEF CA, Learning support By June '24	SENA screener pre and post questionnaire.		CA - £8513 5 minute maths box - £115

PRIORITY 2: Promoting Learner Participation and developing community links (*whole school*)

Strategic Objective:

What do you want to specifically achieve across your school/department/EY centre? **Maximising learner voice and participation, parental involvement and engagement**

Develop pupils' voice supporting them to engage with their learning both in the classroom and as part of the wider life of the school. Pupils will be given opportunities to develop a range of skills outside of the classroom. We will work together to increase community links and parental engagement to develop a range of skills.

Highlight your KEY drivers for this improvement priority: UNCRC4, 12, 13,14, 15 + Global goals 4

Service Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership & management of staff (*practitioners*)
- 1.5 Management of resources to promote equity

HGISO & HGIO ELC

Language specific to HIGIOELC is in green

- 2.1 Safeguarding & Child Protection
- 2.2 Curriculum
- 2.3 Learning, teaching & assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment & achievement (*Securing children's progress*)
- 3.3 Increasing creativity and employability (*Developing creativity and skills for life and learning*)

NIF Drivers of Improvement

1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

- 1.1 Nurturing care and support
- 1.2 Children are safe and protected
- 1.3 Play and learning
- 1.4 Family engagement
- 1.5 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 2.1 Quality of the session for care, play and learning
- 2.2 Children's experience high quality facilities

- 3.1 Quality assurance and improvement are led well
- 3.2 Leadership of play and learning
- 3.3 Leadership and management of staff and resources

- 4.1 Staff skills, knowledge and values
- 4.2 Staff recruitment
- 4.3 Staff deployment

Rationale for Change

What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.

After the challenges of COVID and the rapid increase in our school role it has been challenging to provide meaningful pupil voice for our learners. The community links we created prior to the pandemic had disappeared and prioritising 'closing the gaps' caused by COVID had been a key priority. During session 2022-23 we began welcoming our families back into school and developing this relationship further is a key next step to help our learners develop a range of meta-cognitive skills.

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

PRIORITY 2: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Children involved in School Improvement Plan to help develop ownership of school development.	House Captains will explore use of HGIOURS for children to be involved in termly self-evaluation of 4 key quality indicators.	PT JR, CT, pupils Sept 23	HGIOURS self-evaluation activities		
Children will be able to talk about their learning and decide what work evidences their learning.	Involving pupils in target setting using Seesaw/Learning Journal Implementation of floor books in P1 and P2 to support learner participation in planning.	PT JR, CT, EYPs June '24	Audit of classwork, classroom observations, parent and pupil feedback. Pupil focus groups will look at floorbooks.		
Children will be able to talk about SIP priorities and led areas of development through the use of pupil voice groups	Pupil voice groups will be established across the school to allow all pupils to have a say in committees, reps will feed back to committee	CT, PT JR, EYM June '24	Minutes, tasks, progress updates newsletters and assembly.		
Learners will explore participation in relation to the four arenas of participation.	PT involved in council working party. Vertical learning and pupil voice groups across P2-7	PT Sept '23	Minutes, working party action notes.		
Pupils will be able to explore their learning in a range of contexts within the community.	Links with Burns Day Care Centre and Men's Shed will be further developed. EY pupils will explore the wider community	CT, PT June '24	Self – evaluation, Twitter feed, pupil views, feedback.		

PRIORITY 3: Creating a communication friendly environment for all our learners (*whole school*)

Strategic Objective:

What do you want to specifically achieve across your school/department/EY centre?

The School and Early Years will work together to create a consistent but progressive approach to support all our learners by creating a predictable learning environment. In the Early Years the use of Makaton signs and symbols will be established across the playrooms. The use of SCERTS will be explored to support our understanding and offer appropriate supports to our learners. Zones of Regulation will be rolled out across the school to support our learners explore their emotions and develop strategies to self-regulate.

Highlight your KEY drivers for this improvement priority: UNCRC 3, 5,13 + Global goals 10

Service Priorities

6. Improvement in attainment, particularly in literacy and numeracy
7. Closing the attainment gap between the most and least disadvantaged children and young people
8. Improvement in skills & sustained, positive school-leaver destinations for all young people.
9. Improvement in children & young people's health & wellbeing
10. Placing human rights & needs of every child & young person at the centre of education

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership & management of staff (*practitioners*)
- 1.5 Management of resources to promote equity

HGIOSO & HGIOS ELC

Language specific to HIGIOELC is in green

- 2.1 Safeguarding & Child Protection
- 2.2 Curriculum
- 2.3 Learning, teaching & assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment & achievement (*Securing children's progress*)
- 3.3 Increasing creativity and employability (*Developing creativity and skills for life and learning*)

NIF Drivers of Improvement

7. School & ELC Leadership
8. Teaching & Practitioner Professionalism
9. Parent/carer involvement & engagement
10. Curriculum & Assessment
11. School & ELC Improvement
12. Performance Information

- 1.6 Nurturing care and support
- 1.7 1.2 Children are safe and protected
- 1.8 Play and learning
- 1.9 Family engagement
- 1.10 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 2.1 Quality of the session for care, play and learning
- 2.2 Children's experience high quality facilities

- 3.1 Quality assurance and improvement are led well
- 3.2 Leadership of play and learning
- 3.3 Leadership and management of staff and resources

- 4.1 Staff skills, knowledge and values
- 4.2 Staff recruitment
- 4.3 Staff deployment

Rationale for Change

What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.

As a whole school community, we have seen a dramatic rise in learners coming to us with additional support needs relating to communication skills. Learners need to support to be able to regulate emotionally and understand how other play, however, all learners need to be equipped with the skills to understand neurodiverse learners. In session 2022-23 we had 26 children either with an ASD or ADHD diagnosis or waiting for assessment across the whole school with children.

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

PRIORITY 3: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Pupils across the school and early years will have a predictable learning environment.	Use of symbols, visual timetables for classroom, playroom and where required individual timetables/ choice boards.	SLT, CT, CA, EYPs June '24	Classroom and playroom observations. Questionnaires, nurture audit		Part of FTE CA remit
Pupils will be learning in classrooms and play spaces which consider a range of needs.	Communication friendly environment tool, CIRCLE and nurture audit tools will be investigated and used in classrooms/playrooms to support learners.	CT/EYP June '24	Classroom observations, audit tool		
A greater understanding of our learners needs will support them to access their learning	SLT will complete Medbridge modules to support understanding, identifying transactional supports.	SLT, EP June '24	End of chapter assessments, Plans, observations using SCERTS supports.		
Learners will be given opportunities to develop their speech.	SALT pilot, EY Communication Champions/ Learning Language and Loving it training, Speech sounds group	SALT, EYP, CA June '24	SALT assessments, ICAN toolkit trackers.		
Targeted support to ensure pupils' social or emotional needs met, developing readiness to learn. School staff will be aware of individual pupil protocols/support plans.	Development of new staged interventions including template to tracking enhanced universal. Use of SCERTS observations	SLT, CT, EYP June '24	Forward plans, tracking meetings, SLT monitoring.		
Learners will identify emotions and recognise strategies to help manage these.	Zones of regulation developed throughout the school	EP, school & EY training June '24	PASS survey tool. Pupil voice, classroom observations.		

PRIORITY 4: To refresh whole school approach to building on positive relationships to strengthen our safe, secure, inclusive and nurturing environment and ethos (whole school)

Strategic Objective:

What do you want to specifically achieve across your school/department/EY centre?

School will meet needs of all learners regardless of background, identity or experiences. The school will develop a shared understanding of building positive relationships. The whole school community will continue to work towards our gold RRS award.

Highlight your KEY drivers for this improvement priority: UNCRC 4, 42 + Global goals 4, 5,10

Service Priorities

- 11. Improvement in attainment, particularly in literacy and numeracy
- 12. Closing the attainment gap between the most and least disadvantaged children and young people
- 13. Improvement in skills & sustained, positive school-leaver destinations for all young people.
- 14. Improvement in children & young people's health & wellbeing
- 15. Placing human rights & needs of every child & young person at the centre of education

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership & management of staff (practitioners)
- 1.5 Management of resources to promote equity

HGIOSO & HGIOS ELC

Language specific to HIGIOELC is in green

- 2.1 Safeguarding & Child Protection
- 2.2 Curriculum
- 2.3 Learning, teaching & assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment & achievement (Securing children's progress)
- 3.3 Increasing creativity and employability (Developing creativity and skills for life and learning)

NIF Drivers of Improvement

- 13. School & ELC Leadership
- 14. Teaching & Practitioner Professionalism
- 15. Parent/carer involvement & engagement
- 16. Curriculum & Assessment
- 17. School & ELC Improvement
- 18. Performance Information

- 1.11 Nurturing care and support
- 1.12 Children are safe and protected
- 1.13 Play and learning
- 1.14 Family engagement
- 1.15 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 2.1 Quality of the session for care, play and learning
- 2.2 Children's experience high quality facilities

- 3.1 Quality assurance and improvement are led well
- 3.2 Leadership of play and learning
- 3.3 Leadership and management of staff and resources

- 4.1 Staff skills, knowledge and values
- 4.2 Staff recruitment
- 4.3 Staff deployment

Rationale for Change

What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.

In session 2021-22 we re-visited our vision, values and aims and agreed a whole school approach. Having re-visited, edited and shared our 'Respect Me' policy, 'Respect Everyone', the whole school approach to positive relationships needs to be developed, continuing to build on staff's understanding of restorative approaches. As part of our inclusive approach, we will continue to explore diversity throughout our curriculum. The whole school will continue to develop Rights Respecting Schools to ensure the whole school community understands their role.

PRIORITY 4: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
All pupils will experience a consistent whole-school relational approach to managing behaviour through a robust policy for positive relationships.	Working party will focus on reviewing current positive relationships policy in line with school's refreshed vision, values and aims, in consultation with wider school community.	By Dec 23 DHT	Pass Survey Data (P4-7) Pass survey result will provide an overall impression of pupil views/experiences/wellbeing		
Increased pupil confidence in dealing with conflict through restorative approaches.	Staff will use knowledge of previous development work to ensure policy is underpinned by nurturing principles, restorative principles approaches and values.	By Dec 23 DHT	Monitoring of Support Staff in playground will demonstrate a consistent approach to positive interactions and use of restorative practice.		
Positive and respectful interactions between pupils and staff in and around the school will be evident (relational approach).	Refreshed policy will promote positive and respectful relationships and values diversity, linked to ongoing development work on Rights Respecting Schools, Respect Me policy and Inclusive Education principles.	By Dec 23 DHT, RRS lead, Diversity Champion,	Staff focus meeting dialogue will reflect the impact of positive relationship approaches. Peer observation of Support Staff will recognise good practice and help to identify areas for improvement		
Pupils will play an active role in the creation and implementation of the positive relationships policy.	Pupils' views will be sought and consistency in approaches monitored during classroom observations and moderation activities.	By June 24 DHT	Pupil focus meeting dialogue will reflect impact of positive relationship approaches.		
All school staff will promote a positive, caring, nurturing, inclusive, fair ethos and climate which values and fosters genuine relationships. Whole school community will have responsibility to recognise positive behaviours and celebrate success.	All school staff will be involved in evaluating impact of refreshed policy. Impact and evidence of improvement will be noted within planning discussed during focus meetings.	By June 24 DHT	Whole school community feedback on positive relationships policy and approaches.		

School/EYC Improvement Plan 2023-24

Learners consulted on their experiences and expectations to help shape the road map for implementation of inclusive curriculum.	Consult TIE for Inclusive Education implementation toolkit to support planning how to deliver Inclusive Education within Annick	CT pupil voice, Diversity champion June '24			
School will be a safe and respectful environment for pupils where they can experience the curriculum through mirrors and windows (pupils reflected in curriculum and school community, windows of opportunity for all (link to Positive Relationships and Anti-bullying Policy)	Create parent/pupil focus group to seek school community's views about equalities in curriculum	Diversity champion, CT, SLT, pupil, parents June'24	Whole school community consulted on inclusive education and plan for Achievement phase formed		
Pupils will experience Inclusive Education across the curriculum through an 'equalities lens' (not pigeon-holed to a discrete subject)	Create 'reflective document' from responses to school community survey/questionnaires to inform 'Achievement phase' going forward.	Diversity champion, CT, SLT, pupil, parents June'24	Questionnaires, evaluations		
Increased use on inclusive language within lessons/activities which recognise difference and diversity	Upon completion of Stage 1 and Stage 2, lead staff in forming plan for development and implementation of inclusive curriculum (Achievement phase).	Diversity champion, CT, SLT, pupil, parents June'24	Questionnaires, evaluations		
Pupils will have a fuller understanding that rights are inherent, inalienable, indivisible, universal and unconditional appropriate to their age and ability.	Create RRS page on website to increase awareness of RRS journey with wider school community. Include Class Charters within Positive Relationships Policy.	CT, RRS lead June '24	Pupil focus group discussions Evidence of classwork linked to RRS		
EY children will be introduced to rights using First Steps to Rights Resource	RRS champion in the EY, cluster RRS group. Development of play charter, dinner charter.	EYP, EYM, RRS lead June '24	Pupil focus groups, playroom monitoring, staff questionnaires and feedback, pupil views, Learning Journals.		

PRIORITY 5: Raising attainment in writing (*whole school*)

Strategic Objective:

What do you want to specifically achieve across your school/department/EY centre?

High quality learning, teaching and assessment of writing, linked to staff's understanding of benchmarks for writing to help raise attainment for all our learners, closing the gap for our most vulnerable pupils.

Highlight your KEY drivers for this improvement priority: UNCRC 5, 18, 28, 29 + Global goals 4, 10

Service Priorities

- 6. Improvement in attainment, particularly in literacy and numeracy
- 7. Closing the attainment gap between the most and least disadvantaged children and young people
- 8. Improvement in skills & sustained, positive school-leaver destinations for all young people.
- 9. Improvement in children & young people's health & wellbeing
- 10. Placing human rights & needs of every child & young person at the centre of education

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership & management of staff (*practitioners*)
- 1.5 Management of resources to promote equity

HGIOSO & HGIOS ELC

Language specific to HIGIOELC is in green

- 2.1 Safeguarding & Child Protection
- 2.2 Curriculum
- 2.3 Learning, teaching & assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing equality and inclusion
- 3.2 Raising attainment & achievement (*Securing children's progress*)
- 3.3 Increasing creativity and employability (*Developing creativity and skills for life and learning*)

NIF Drivers of Improvement

- 7. School & ELC Leadership
- 8. Teaching & Practitioner Professionalism
- 9. Parent/carer involvement & engagement
- 10. Curriculum & Assessment
- 11. School & ELC Improvement
- 12. Performance Information

- 1.6 Nurturing care and support
- 1.7 Children are safe and protected
- 1.8 Play and learning
- 1.9 Family engagement
- 1.10 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 2.1 Quality of the session for care, play and learning
- 2.2 Children's experience high quality facilities

- 3.1 Quality assurance and improvement are led well
- 3.2 Leadership of play and learning
- 3.3 Leadership and management of staff and resources

- 4.1 Staff skills, knowledge and values
- 4.2 Staff recruitment
- 4.3 Staff deployment

Rationale for Change

What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.

Our whole school data over time shows us that our professional judgement grades are significantly lower for writing than other curriculum areas. In 2022, this was the highest it has been, 76% (67% for our most vulnerable pupils) however, still significantly lower than reading which was 88%. This session our professional judgements in June 2023 our whole school writing was 83% (69% for our most vulnerable pupils) lower than our writing although less of a difference than previous years. As a staff we have worked on developing spelling and grammar and punctuation skills and this session's standardised assessment results demonstrate that in general our children show good understanding of these skills. We will look at how we are developing our learners as writers and how we support them to apply these skills to their writing. In the Early Years, with automatic deferral for children born August onwards consideration of how to challenge learners through the use of phonological awareness and mark making will ensure all learners are attaining.

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

PRIORITY 5: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Learners will be able to apply specific skills of spelling, grammar and punctuation to their writing to raise attainment.	Implementation of PM writing resource to ensure consistency and progression across the school.	PT, whole staff	Use of the Highland Literacy Writing rubric for pre and post assessments. Teacher professional judgements.		£2145
Increased skills, knowledge and understanding of key strategies to support reading, writing, listening and talking.	Staff will be involved with CLPL from Stephen Graham to support teaching of writing linked to reading	SLT, whole staff Sept-Feb	Pre and post training questionnaire on staff confidence. Moderation tasks and linked peer observations SLT classroom observation		£1200
Teachers will feel confident in using the benchmarks to ensure our learners are being assessed accurately.	Assessment of writing, increased understanding of benchmarks	SLT, CT, EYP June '24	Highland Literacy writing rubric Moderation of high quality assessment of writing, classroom and playroom observations		
Learners will work with staff to develop our curriculum rationale to ensure our learning and teaching is meeting the needs of our context.	Educational Development team will work with staff to ensure our curriculum reflects the needs of our learners.	Inservice day 2 Educational development team, HT	Staff questionnaire		
Support family engagement to create a writing rich environment at home.	Work with the Family Learning Team to create a programme to support writing at home.	HT/ FLT Sept- March	Parental feedback pre and post.		
Learners will continue to develop a range of mark making opportunities and apply to areas of their learning.	Use of benchmark tracker to challenge more able EY learners	EYM/ EYP June '24	Benchmark tool, moderation activities, planning tool, milestone of the month data.		

PRIORITY 6: Developing a play pedagogy in Primary 1 and 2 and across the school to support all our learners by providing them with opportunities to deepen understanding and apply skills. (Primary school)

Strategic Objective:

What do you want to specifically achieve across your school/department/EY centre?

To support all our learners to reach their full potential and develop and apply a range of skills to their learning. In Primary 1 and 2 a play based approach will be used to support differentiation.

Highlight your KEY drivers for this improvement priority: UNCRC 13, 28, 29, 31 + Global Goals 4

Service Priorities

- 16. Improvement in attainment, particularly in literacy and numeracy
- 17. Closing the attainment gap between the most and least disadvantaged children and young people
- 18. Improvement in skills & sustained, positive school-leaver destinations for all young people.
- 19. Improvement in children & young people's health & wellbeing
- 20. Placing human rights & needs of every child & young person at the centre of education

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership & management of staff (practitioners)
- 1.5 Management of resources to promote equity

HGIOSO & HGIOS ELC

Language specific to HIGIOELC is in green

- 2.1 Safeguarding & Child Protection
- 2.2 Curriculum
- 2.3 Learning, teaching & assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment & achievement (Securing children's progress)
- 3.3 Increasing creativity and employability (Developing creativity and skills for life and learning)

NIF Drivers of Improvement

- 19. School & ELC Leadership
- 20. Teaching & Practitioner Professionalism
- 21. Parent/carer involvement & engagement
- 22. Curriculum & Assessment
- 23. School & ELC Improvement
- 24. Performance Information

- 1.16 Nurturing care and support
- 1.17 1.2 Children are safe and protected
- 1.18 Play and learning
- 1.19 Family engagement
- 1.20 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 2.1 Quality of the session for care, play and learning
- 2.2 Children's experience high quality facilities

- 3.1 Quality assurance and improvement are led well
- 3.2 Leadership of play and learning
- 3.3 Leadership and management of staff and resources

- 4.1 Staff skills, knowledge and values
- 4.2 Staff recruitment
- 4.3 Staff deployment

Rationale for Change

What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.

Our SNSA data from Primary 1 in session 2022-23 showed that fewer of our learners scored in the lower bands and Literacy scored higher than in previous years. Our play-based approach allowed children to explore reading and writing in all aspects of play. Our intention is to develop a progressive approach to play to support our P2 learners to continue to apply their knowledge and understanding. We will further develop opportunities to play across the school and use the Meta-Skills Framework to support teachers and learners in their planning, observations and feedback.

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

PRIORITY 6: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Learners will be involved in leading and planning their learning. EYP and CA will support observations	Planned time when adults join children in their play across the week. Undertake focussed observations. Visits to establishments	CT/DHT - Aug + Nov By June '24	Leuvan Scale - Focus group observations following development of play areas. Results from focussed observations of learners at play. Short and long term planning		EYP - £35800 CA - £18728
Learners will feel that their thoughts and opinions are valued (linked to SIP priority 2)	Implementation of Floor books at Talking and Listening time – learners will work with staff to plan learning. Use Seesaw to share learning with parents.	CT Ongoing to June '24	Pupil focus groups as part of SLT observation focusing on floor books, Seesaw audit and analytical data.		
Learners will be learning at their own pace through a balance of child initiated, adult initiated and adult directed experiences, according to need.	Departmental meetings to share good practice and theory of play pedagogy. Observations and reflections will inform the progressive development of the structure of the day, adjusting across the year.	CT/ DHT Ongoing to June '24	SLT observations, audits Play areas will reflect pupil interests Engagement with How Good is Our Play self-evaluation tool.		
Increase in differentiation for learners across P1 and P2	Planned observations and time spent in the play enabling staff to enhance areas and set adult initiated tasks according to observed interests and achievements. High quality interactions with learners will support, challenge	CT/ DHT June '24	Forward planning and tracking meetings. Classroom visits. Observations of WOW moments recorded on daily and forward planning. Attainment data will evidence impact.		

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

	and extend thinking of all learners.				
Playful provocations will promote curiosity, independence and confidence in learners as they progress through the Early and beginning of First Level curriculum.	<p>Staff will undertake an audit of learning environments using the Circle and NAC audit tool to identify focus areas for development.</p> <p>Whole staff involvement in refreshing Annick Primary School's play vision statement and policy.</p> <p>Metaskills development planning document will be considered when setting up continuous provision in P1 and P2. P3 – P7 staff will use this to support planning of playful/enquiry learning opportunities across first and second level stages.</p>	CT/ DHT August and May	<p>Pre and post provision audit data Circle and NAC audit tool Resource audit across infant department then wider school. Qualitative data from pupil voice groups, staff and parent questionnaires</p> <p>Peer observations sharing good practice and identifying areas for development.</p>		

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

This should only be completed for aspects of your PEF spend not included within your Improvement Plan priorities.

PEF contact - HT or DHT with responsibility for the plan:					
Carry forward:		Total Allocation:		Total:	

PEF Action Plan						
Poverty Related Gap	Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Detail of Spend	Measures of Impact	Analysis & Evaluation of Progress
Provide details of the gap or barrier you wish to address.	Specifically, what will change for our learners?	What do we plan to do to achieve this outcome?	What are our timescales? Who will lead?	Record cost & provide concise detail of what this entails.	How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.	What does the data tell us? How well is evidence from self-evaluation analysed to improve pupil outcomes? How is the spend contributing to narrowing our attainment gap?