



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Communities and Education Directorate

Annick Primary School & Early Years

Improvement Plan

2024-25



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.

Kind

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



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.



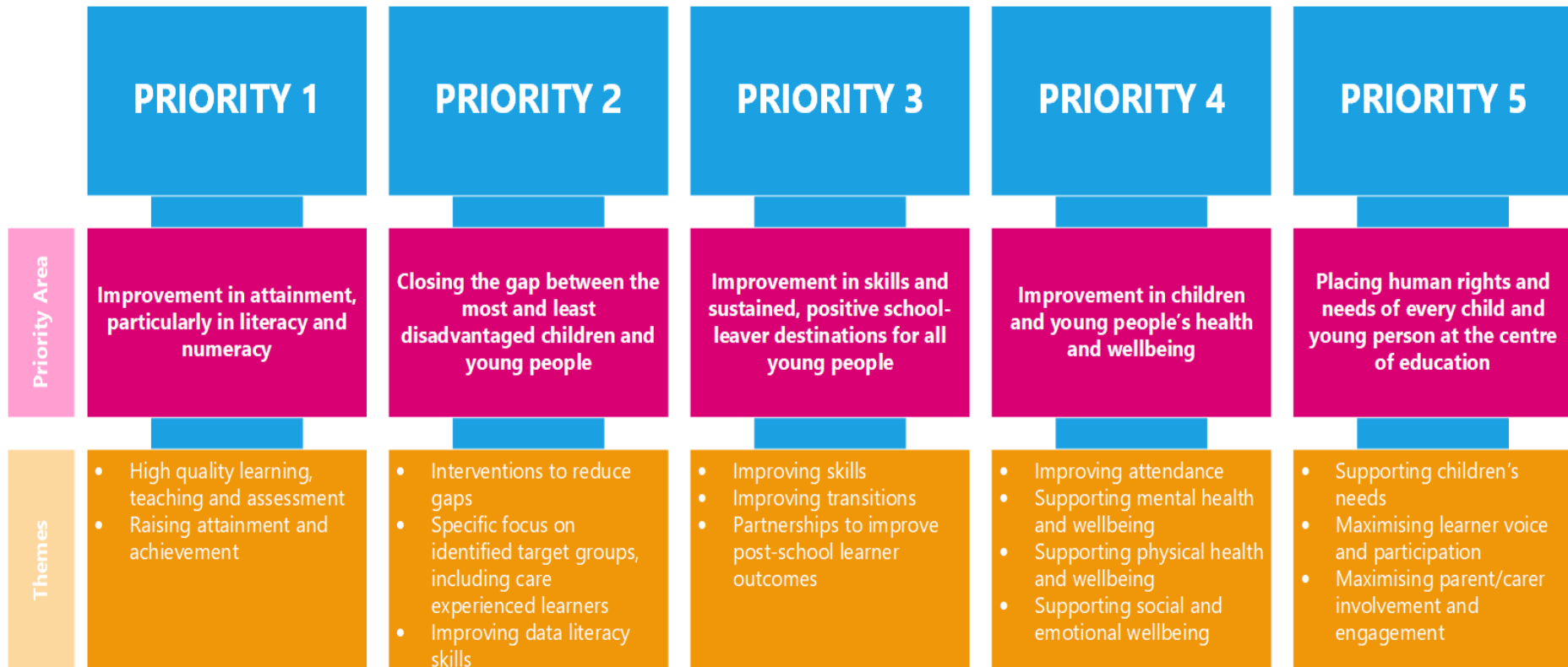
We stand up for each other and we are loyal towards each other.

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: Developing consistent approaches to learning and teaching to raise attainment across the school and early years.

Strategic Objective:

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

Ensure our staff are delivering a consistent approach to high quality learning and teaching across the school.

Highlight your KEY drivers for this improvement priority: UNCRC 28, 29 + 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

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

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.

Over recent years we have experienced a rapidly growing school roll whilst knowing that with the opening of the new school at Montgomerie Park will lead to a decreasing roll, this has led to a large number of temporary staff coming to and leaving the school. Session 2024-25 will see our staff stabilising for the first time and we will take this opportunity to take stock of strengths and areas of development in our learning and teaching. With the movement of staff we need to work on re-establishing consistency across our school to ensure all our learners benefit from successful approaches. Staff will engage with North Ayrshire Council's learning, teaching and assessment policy and Annick Primary School's policy. We will continue to focus on the development of our approaches to writing to ensure that we continue to close our attainment gap for our learners. In P4-7 we will continue to develop the use of Learning by Questions to support a consistent approach across the department. We will also continue to develop our approaches to play based learning in the infant department.

School/EYC Improvement Plan 2024-2025

<p>context considering the 4 contexts of learning.</p>	<p>Staff professional reading and tasks to deepen understanding of the Refreshed Curriculum.</p> <p>Focus groups from parents, pupils to identify key skills they believe are important to be developed in Rationale</p> <p>Questionnaires for community views Rationale created considering 4 contexts of learning.</p>		<ul style="list-style-type: none"> • Self-evaluation activities based on HGIOURS • Balance in forward plans reflecting rationale, teacher comments during forward planning meetings. 		
<p>Children will be able to talk about their learning and decide what work evidences their learning.</p>	<p>Staff and pupils to visit other schools' (looking outwards) using Learning Journals to familiarise with tool and to gather ideas of what schools are profiling.</p> <p>Pupils across the school will use Learning Journals to record identified 'good work' and use them to share learning targets with parents/carers.</p> <p>Working with EYC to ensure existing good practised mirrored in school. Develop a progressive approach to observations across the school.</p> <p>Implementation of floor books across Early Level and P2 to support learner participation in planning.</p>	<p>DHT (GK), CT, EYPs June '25</p>	<ul style="list-style-type: none"> • Audit of classwork shared within the Learning Journals (including EY) to ensure consistency and usefulness of comments added. • Classroom observations including pupil focus groups evidencing an understanding of their learning. • Questionnaires to gather parent and pupil feedback at parents night and on reports to gather information about learning. 		<p>Learning Journal £835</p>
<p>Playful provocations will promote curiosity, independence and confidence in learners as they progress through the Early and beginning of First Level curriculum.</p>	<p>Staff will undertake an audit of learning environments using the Circle resource and NAC play audit tool to identify focus areas for development.</p> <p>P1-3 staff will work together to develop a progressive approach to play across the department.</p> <p>Refresh of Annick Primary School's play vision statement and policy to include</p>	<p>DHT (LB)</p>	<ul style="list-style-type: none"> • Pre and post provision audit data • Circle and NAC Play audit tool • Resource audit across infant department then wider school. • Qualitative data from pupil voice groups, staff and parent questionnaires • Peer observations sharing good practice and identifying areas for development. 		<p>CA £21280 EYP £33960</p>

	play in P2 and P3.				
Learners will be able to apply specific skills of spelling, grammar and punctuation to their writing to raise attainment.	<p>Implementation of PM writing resource to ensure consistency and progression across the school.</p> <p>EYPs to link with P1 colleagues to develop early writing tasks in the playroom. Staff will work together to establish a consistent approach across Early Level</p> <p>Use of Writing Rubric template to support professional judgements using the benchmarks</p> <p>Creation of forward plans to support pace.</p> <p>Update APS Writing statement to include approaches to early writing skills</p>	PT, Writing working party	<ul style="list-style-type: none"> • Use of the Highland Literacy Writing rubric for pre and post assessments, supporting staff's understanding and confidence in use of writing benchmarks • EY milestone data will demonstrate an increase in key literacy milestones. • Use of GL assessments and SNSA data • Teacher professional judgements and ACEL data will demonstrate improved attainment in writing across the school. • Classroom observations and forward plan feedback evidencing staff confidence in approaches to teaching writing. 		

PRIORITY 2: Promoting parental engagement and family learning across the school and early years.

Strategic Objective:

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

We will work together with our community to increase the positive impact of working with families to improve learning and achievement for all our learners

Highlight your KEY drivers for this improvement priority: UNCR4, 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

HGIOS & 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

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.

Our recent Care Inspectorate visit highlighted involving parents in the self-evaluation of our Early Years class which is an area requiring work across the school. Supporting our parents to understand the current context in Scottish Education will help our parents to take part as meaningful partners. Our Parent Council would like to support the school in exploring family learning across the school and the early years following the closure of the Family Learning Team. We will build on existing practise in the school and early years to enhance family engagement with particular focus on our 'hard to reach' parents.

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2024-2025

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>
Family Learning Children across the school and early years will be given opportunities to learn with their families.	A range of family learning activities already established from working with the Family Learning Team will be replicated using existing school staff. Eg. EY – PEEP, PPP, P1 – family fun, P2-3 Book Bug gifting, P4-5 home learning packs, P6-7 STEM leadership. Whole school Makaton workshops, Incredible Years	Whole staff team Ongoing throughout session	<ul style="list-style-type: none"> Pre and post intervention questionnaires. Range of families engaging focusing on SIMD 1 & 2 evidenced through registers, home learning tasks shared. Attendance data for tasks 		
Parental involvement Children and their families will engage in a range of self-evaluation approaches using HIGIOURS and given opportunities to express their views.	You said, we did board in school and early years Evaluations at parental events (2 starts and a wish) Microsoft forms to gather parental views following TAC meetings/ PLP meetings. Parental focus groups will be established to support understanding of what improvement looks like. Parents co-create questionnaires to support self-evaluation Parents and children identify next steps for improvement feeding into school improvement priorities.	SLT HT/ EYM	<ul style="list-style-type: none"> Increased responses Evaluations Self-evaluations written by children and parents Evidence used to support improvement priorities Questionnaire responses. 		

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2024-2025

<p>Parental engagement Children and families will be supported to engage with learning in a range of ways taking into account family circumstances.</p>	<p>Family's involvement in PLPs and setting targets in the school, sharing learning intentions and parental understanding of where learning is taking place.</p> <p>Engagement with Learning Journals as profiling tool.</p> <p>Working party to explore approaches involving parent and carers through Open days/afternoons which demonstrate the work of the class and child's learning</p>	<p>Whole staff</p>	<ul style="list-style-type: none"> • Pre and post intervention questionnaires. • Range of families engaging focusing on SIMD 1&2 • Data and statistics pulled from Learning Journal showing families who are engaging. • Parental feedback from open afternoons (2 stars and a wish) 		
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PRIORITY 3: Nurturing Approach to support all our learners across the school and early years.

Strategic Objective:

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

We will work together to create a nurturing environment where staff understand children's development and are able to support dysregulated behaviours.

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

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

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 starting school with additional support needs relating to communication skills. Learners need the 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. Last session the school worked on developing a communication friendly environment and the leadership team supported staff on the use of SCERTS targets to support our learners communication skills. Small nurture groups were established during the session to support learners to develop their readiness to learn, anecdotally children, staff and parents have identified this as having a positive impact on their learning, in session 2024-25 we intend to take a more strategic approach using Nurturing North Ayrshire's Communities Benchmarking Tool.

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2024-2025

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>
All pupils will experience a consistent whole-school nurturing approach to support.	Whole staff training on nurturing principals including the 6 principles of nurture and the care and challenge continuum.	Nurture leads	<ul style="list-style-type: none"> Staff questionnaires Nurture benchmark tool 		
Staff will support all learners through the use of relational approaches to develop a nurturing environment.	Whole school PACE training from Educational Psychologist CIRCLE audit tool to develop classroom environment. Use of whole class visual timetables to support predictability throughout the school day.	Educational Psychologist Whole staff	<ul style="list-style-type: none"> CIRCLE audit tool focusing on key areas to develop Nurture benchmark tool will highlight areas to develop and then measure progress. Classroom observations will record and track 		
Staff positive relationships and wellbeing will form the core of a nurturing, inclusive school community.	Review of APS Staged intervention processes in line with NAC policy SLT check ins with staff. Debriefing sessions following incidents with staff involved. Staff agree a contract for a quality team and identify key, agreed values.	SLT	<ul style="list-style-type: none"> Data from incident report forms will help formulate responses to high end incidents Risk assessments Classroom observations and consistency checklists will demonstrate a common approach to the learning and teaching environment 		
Staff support learners through de-escalation and co-regulation skills to manage dysregulated and distressed behaviour.	Zones of Regulation to be embedded across the whole school. Consistent language used to support all learners to explain how they are feeling and identify what supports work. Use of emotions check in the EYC.	DHT/EYM	<ul style="list-style-type: none"> CIRCLE audit tool Nurture benchmark tool pre/post learning with staff. Classroom observations reflect a consistent approach across the school (whole school feedback) 		

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2024-2025

	<p>SCERTS assessments are used to help learners with communication needs, supports put in place. Restorative approaches as detailed in Promoting Positive Relationships policy followed by whole school. Key staff to complete CALMS theory and physical intervention training.</p>		<ul style="list-style-type: none"> Staged intervention targets/ SCERTS in Action will demonstrate progress for learners 		
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NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2024-2025

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?