

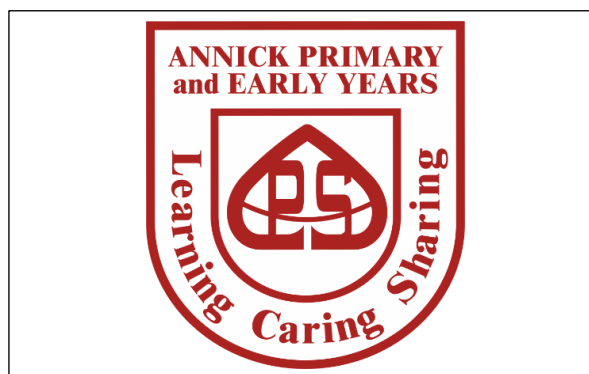


North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Service

Annick Primary School and Early Years Class

Improvement Plan



Vision, Values and Aims



NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2025-26

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.



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PRIORITY 1: Establishing consistent approaches to numeracy and maths at all levels to reduce the attainment gap.

Strategic Objective: *What do you want to specifically achieve across your school/department/EY centre?*

To raise attainment for all learners by embedding consistent, high-quality teaching and targeted support, with a specific focus on closing the attainment gap for our lowest-performing group.

Select the KEY drivers for this improvement priority

<u>Education Service Priority</u> <i>Please select the relevant service priorities</i>	<u>NIF Drivers of Improvement</u> <i>Please select up to three NIF drivers</i>	<u>How Good Is Our School 4</u> <i>Please select up to three quality indicators for this priority</i>	<u>Quality Improvement Framework for ELC settings</u> <i>Please select up to three quality indicators for this priority</i>
1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people	2. Teaching and practitioner professionalism 4. Curriculum and assessment 3. Parent/carer involvement and engagement	2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	1.2 Staff skills, knowledge, values and deployment Curriculum 3.3 Learning, teaching and assessment

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.

Data overtime indicated that while overall attainment had remained static, a gap remains between our highest and lowest-performing learners. In session 2024-25, the attainment for Numeracy ACELs in the Early Years was 80%, whilst the school's overall attainment in numeracy dropped below 80% for the first time since June 2021. Across the school 10% of our learners are working at the expected level but not yet achieving their targets and 6% are not achieving the expected level. Attainment over time again shows that this is not really changing. Inconsistencies in teaching and learning approaches across stages and subjects contribute to this disparity.

A focused, evidence-based strategy is required to ensure every learner has access to the same high-quality learning experiences and tailored interventions to support progress. Pre and post SENA assessment evidence shows some improvement in number sense across the target group following a short intervention with The 5 Minute Number Box however learners are not yet on track to achieve expected level. Staff absence meant that these interventions were carried inconsistently during the previous session. Identification of quality intervention is required to help close the gap for the learners working within the expected level but are not on track. Our Targeted Support Teacher will look into the SEAL resource as a possible support to target these learners. The existing programmes of study have not been revisited for a significant period of time and require to be updated in light of the new Curriculum Review process and the publication of the Professional Learning Academy's Second Level framework.

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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>
Clearer progression for learners. More relevant and engaging content. Enhanced depth of learning	Align existing programme of study with revised CfE guidelines and North Ayrshire's Frameworks (including reference to Early Level Tracker).	PT – Numeracy lead CT/EYP June 2026	Standardised assessment data will be used pre and post new teaching methods being introduced, alongside raw data from Learning by Questions resource, to monitor children's progress. Comparison with Attainment over Time professional judgement data will be used to evidence progression for learners. SLT class observations and other quality assurance measures e.g. Forward Planning meetings, progress and attainment meetings, jotter audits and moderation activities will provide evidence of change and its impact on learners.		
Greater consistency in pupil learning experience.	Whole staff training for Numeracy Frameworks from PLA and professional reading based on Mathematical Mindsets by Jo Boaler and reintroducing Number Talks will develop staff confidence and understanding of the various skills to teaching numeracy. The creation of consistency guides will highlight the importance of securing children's understanding of concrete, pictorial and abstract approaches which will in turn support learners to develop confidence in number sense.	PLA, HT, PT Ongoing throughout session.	Pre and post training questionnaires will demonstrate an improvement in staff confidence in teaching numeracy. Analysis of quality assurance, through classroom observations, tracking and monitoring meetings and moderation tasks, will evidence a shift in professional conversations and identification of barriers to learning. Standardised assessment and EYC termly ACEL data will show progression. Pupil voice gathered during observations and through PASS survey results and parental questionnaires will demonstrate increasing confident mindset.		

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Lessons will have a stronger focus on core skills and competencies	<p>Policy statement and guides will be updated to be used alongside the programme of study to ensure consistency in methodology and resource use.</p> <p>Creation of a consistency guide for the structure of numeracy lessons will ensure the progressive development of mental strategies and Number Talks from Early Years to Primary 7.</p>	Whole staff/ PT (EM)	Analysis of standardised assessments, NGMT gathered at the start of each planning cycle coupled with PTM and NSA data will demonstrate short term progress. PASS data overtime will evidence an increase in learners 'perceived capability' and 'confidence in learning' with a view to bring our learners in receipt of free school meals in line with the whole school.		
Supported transition with greater consistency in progression across EY to P1 and P7 to S1.	<p>Early Level staff will work together to develop progressive approach to teaching numeracy through play across Early Level. Staff will look at using Early Level tracker and Early Level framework consistently.</p> <p>Primary 7 staff will work with Irvine Royal staff as part of cluster Numeracy Transition Plan.</p>	EYP/ P1 P7/IRAc staff PT June 2026	<p>Analysis of EY termly ACEL data/ teacher professional judgement and attainment meetings will demonstrate individual and group progress. SLT observations in the playroom/P1 classroom will provide evidence of approaches being used. Quantifiable improvement will be reflected in the percentage of learners achieving or exceeding developmental ACELs by each term.</p> <p>P7 to S1 and EY to P1 will develop shared expectations of achievement of a level. End-of-year attainment data will be compared with baseline assessments and previous years to measure progress. SNSA data will be used to evidence learners requiring support and challenge.</p>		
Increased numeracy confidence through improved parental engagement in support children's learning.	Parental working party will be run alongside staff working parties to develop understanding of teaching approaches. The working party will work to co-create parental guide of approaches and develop workshops to empower parents to support children's learning at home.	HT/PT (EM)	Engagement of the parental working party will be measured by attendance records and meeting minutes. Feedback from participating parents, gathered through surveys or focus groups will demonstrate an increased understanding and confidence in supporting learning at home.		

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PRIORITY 2 Embedding MetaSkills to Prepare Learners for Life, Learning and Work

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

To embed Skills Development Scotland's MetaSkills Framework across the curriculum to help children develop the confidence, resilience, and creativity they need to succeed now and in the future; supporting them to become curious, adaptable learners who can work well with others, solve problems, and thrive in an ever-changing world.

Select the KEY drivers for this improvement priority

Education Service Priority <i>Please select the relevant service priorities</i>	NIF Drivers of Improvement <i>Please select up to three NIF drivers</i>	How Good Is Our School 4 <i>Please select up to three quality indicators for this priority</i>	Quality Improvement Framework for ELC settings <i>Please select up to three quality indicators for this priority</i>
3. Improvement in skills and sustained, positive school-leaver destinations 4. Improvement in children and young people's health and wellbeing	4. Curriculum and assessment 5. School & ELC improvement Choose an item.	3.3 Increasing creativity and employability 1.2 Leadership of Learning 3.2 Raising attainment and achievement	3.1 Play and learning 4.3 Children's progress Curriculum

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.

Skills such as resilience, creativity, curiosity, and kindness are critical in helping learners adapt, problem-solve, collaborate, and succeed across all areas of their lives. These are not just "nice to have" qualities; they are key drivers of wellbeing, motivation, and long-term success.

Evidence from our PASS survey, shows that across P4-7 our learners are least confident in their *self-regard as a learner* (65%) with our learners in receipt of free school meals showing lower again (62%). Free School Meals has been used as a measure as the data is based on the English education system. This is further supported by their scoring on PASS factor *response to curriculum demands* (67% dropping to 64% for learners in receipt of free school meals). The Glasgow Motivational Wellbeing Profile, used to inform nurture interventions and ongoing pastoral care records consistently highlights that a number of our pupils struggle with low self-belief, emotional regulation, and motivation. In particular, a lack of resilience is a recurring theme in both pupil voice and staff observations. This is affecting children's confidence in facing challenges, bouncing back from mistakes, and maintaining a positive approach to learning.

By embedding these essential meta skills into everyday teaching and learning experiences from an early age, we aim to:

- Develop adaptive, confident learners who can cope with setbacks and embrace new challenges.
- Promote emotional wellbeing and a sense of belonging, helping all children feel safe, valued, and included.
- Prepare children for the future, giving them the skills they need not just to succeed in school, but in life and future work.

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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 will understand the 'how' of learning	<p>Using the Meta Skills framework from Skills Development Scotland will establish common language across staff and learners when discussing skills development.</p> <p>Professional learning sessions will support staff in using and modelling the language consistently, while learners will engage with it through classroom displays, discussions, and self-assessment tools.</p> <p>Regular opportunities for reflection and feedback will ensure the language is understood and applied meaningfully by both staff and pupils.</p>	DHT&EYM will lead inputs at inservice days.	Improvement will be evident through increased consistency in the use of a shared language around skills development by both staff and learners. This will be measured through classroom observations, learner conversations, and staff dialogue, with a baseline established through initial surveys, including the PASS survey, and focus groups. Baseline data will include initial staff and pupil surveys or focus group feedback to assess current understanding and use of language related to skills. Progress will be tracked through follow-up surveys, learner voice activities, and learning walk observations.		
Children will develop transferable skills to succeed across contexts developing as kind, creative, resilient and curious learners.	<p>Use of the meta skills learner audit tool will be completed and used to inform staffs teaching approaches.</p> <p>Professional learning sessions will support staff in using and modelling the language.</p> <p>Learners will engage with the Metaskills through classroom displays, discussions, and self-assessment tools.</p>		Impact will be measured in learner self-assessments, teacher observations, and pupil voice, focusing on how confidently and effectively pupils apply skills such as problem-solving, collaboration, and self-management. Baseline and follow-up surveys will track changes in learner confidence and understanding. Professional judgement attainment data will be analysed to assess whether the development of meta-skills is contributing to closing the attainment gap.		

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	Regular opportunities for reflection and feedback will ensure the language is understood and applied meaningfully by both staff and pupils.				
Children will be able to communicate effectively with other and apply problem solving skills taught.	<p>Learners will engage in regular, structured opportunities to work collaboratively, with explicit teaching and modelling of effective communication strategies and problem-solving approaches embedding aspects of the Interacting and Thinking meta-skills. These skills will be developed through real-life, cross-curricular contexts, encouraging creativity, adaptability, and initiative.</p> <p>Staff will use consistent language from the meta-skills framework to support understanding and reflection.</p>		Formative assessment, including self and peer evaluation, will help learners recognise their progress and next steps. Analysis of pastoral notes and PASS survey results will demonstrate an increase in confidence scores and a decrease in staff interventions.		

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PRIORITY 3: Embed a whole-school nurturing approach to support the wellbeing, resilience, and development of all learners across the school and early years.

Strategic Objective: *What do you want to specifically achieve across your school/department/EY centre?*

To create a consistent, inclusive, and emotionally supportive learning environment where all children feel safe, valued, and ready to learn—enabling improved wellbeing, positive relationships, and increased engagement and attainment across the school and early years setting.

Select the KEY drivers for this improvement priority

Education Service Priority <i>Please select the relevant service priorities</i>	NIF Drivers of Improvement <i>Please select up to three NIF drivers</i>	How Good Is Our School 4 <i>Please select up to three quality indicators for this priority</i>	Quality Improvement Framework for ELC settings <i>Please select up to three quality indicators for this priority</i>
4. Improvement in children and young people's health and wellbeing 5. Placing human rights and needs of every child and young person at the centre of education	1. School & ELC leadership 2. Teaching and practitioner professionalism 5. School & ELC improvement	3.1 Ensuring wellbeing, equality and inclusion 1.5 Management of resources to promote equity 2.4 Personalised support	1.2 Staff skills, knowledge, values and deployment 4.1 Nurturing care and support 4.2 Wellbeing, inclusion and equality

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.

Data from the **PASS survey**, **Glasgow Motivation and Wellbeing Profile**, and ongoing **pastoral observations** indicate a growing number of children across stages are showing signs of low resilience, reduced motivation, and difficulty managing emotions and social situations. This has a direct impact on engagement in learning, peer relationships, and overall progress. Across the school 129 children are on Staged Interventions with 63 of these having some form of 'nurture' or support for managing social interactions.

In response, there is a clear need to strengthen our nurturing ethos and practices across the whole school community. A consistent nurturing approach—grounded in understanding attachment, trauma, and emotional regulation—will support the development of **secure, confident, and emotionally literate learners**, particularly in the early years and for children experiencing barriers to learning.

Embedding nurturing principles across our school will:

- Promote wellbeing and inclusion for all learners.
- Build strong, trusting relationships between staff, children, and families.
- Support positive behaviour, resilience, and emotional development.
- Remove barriers to learning and improve attainment over time.

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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 supporting learning.	<p>Whole school training during inservice days on nurturing principals including the 6 principals of nurture and the care and challenge continuum.</p> <p>Use of the whole school nurture audits and benchmarks will allow staff to evaluate their practice.</p> <p>Creation of a whole school consistency guide, including the Cluster guide, will be created to share expectations across the school.</p>	Inservice day 1 - DHT	The whole-school nurture audits and nurture benchmarks will be used as evaluative tools, providing baseline data and allowing for ongoing measurement of progress. Regular staff self-evaluation, pupil feedback, and observation of practice will provide further evidence.		Widget subscription £664
Staff will support all learners through the use of relational approaches to develop a nurturing environment. Staff will accurately identify barriers to children's learning which will support Educational Psychology referrals.	<p>Whole school PACE training from Educational Psychologist to provide a consistent language.</p> <p>Use of the CIRCLE classroom environment audit tool to help remove environmental barriers to learning; including shared spaces across the school.</p> <p>Staff will continue to share practice across the cluster and begin to use the Circle Participatory Scale to support our vulnerable learners.</p>		<p>Use of the CIRCLE Classroom Environment Audit Tool, in September, will provide baseline data and follow-up audits, in February, will demonstrate improvements made to classroom and shared spaces that support inclusion and engagement.</p> <p>Implementation of the CIRCLE Participatory Scale, particularly with vulnerable learners, will help assess how effectively pupils are being supported to access and participate in learning.</p>		

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<p>Develop co/self-regulation strategies, emotional literacy and resilience</p>	<p>Primary 1 staff will work with Early Years colleagues to develop the use of PATHS in Primary 1 as part of emotional check ins.</p> <p>We will integrate emotional learning into the curriculum using Health and Wellbeing programmes Zones of Regulation and provide targeted interventions for pupils requiring additional support.</p> <p>Targeted support teachers will work with identified learners to deliver targeted nurture interventions such as Lego therapy and nurture kit bag.</p> <p>Interventions based on life skills will be developed to support our older learners.</p>		<p>Progress will be monitored through individual support plans and learner voice.</p> <p>Pupil voice and wellbeing surveys, gathering insights into how safe, supported, and connected pupils feel within the learning environment.</p>		<p>Zones of Regulation</p> <p>Nurture kit bags £550</p>
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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:		Vicky McGregor (HT)		
Carry forward:	£4401	Total Allocation:	£78400	Total: £82801

PEF Action Plan						
Poverty Related Gap	Pupil Outcomes	Implementation Plan	Timescale s/ 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?
A number of learners in Primary 1, particularly those from SIMD 1–3 and other equity groups, are entering school with underdeveloped early literacy and numeracy skills, as well as limited confidence in communication and social interaction. Families may also face barriers to engaging with learning at home, which impacts continuity and support for learning	Learners will show improved early literacy and numeracy skills through regular, targeted small-group support. Families will feel more confident and equipped to support their children's learning at home, fostering stronger school-family partnerships. Learners will demonstrate improved readiness to learn through increased resilience, language development, and play-based learning.	A trained Early Years Practitioner (EYP) will work in P1 classes to facilitate high-quality outdoor play experiences that promote creativity, problem-solving, and communication skills. The delivery of targeted literacy and numeracy activities in small groups, using developmentally appropriate resources (e.g. story-based maths, phonological awareness games). Support language-rich environments through	DHT/ PT/ CT/EYP	EYP 37.5 hours £39,225.15	Baseline and follow-up assessments in early literacy and numeracy (e.g. early phonological awareness checks, number recognition, counting skills). Observation records and learning journals documenting progress in language development, problem-solving, and social interaction during play. Feedback from families via questionnaires, workshop evaluations, and informal conversations to measure increased confidence and engagement.	

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beyond school. These gaps are particularly evident in oral language, early number sense, and access to high-quality play experiences.		continuous provision and responsive interactions. Plan and run family learning sessions (e.g. literacy/numeracy games workshops, stay-and-play sessions), in collaboration with class teachers and the senior leadership team. Weekly collaboration with teachers to plan and evaluate impact of activities. Regular professional dialogue to review progress and adjust strategies.			Pupil engagement and participation data, including anecdotal evidence from staff and improvement in classroom readiness. Attendance at family learning events to track reach and engagement of target groups. Ongoing evaluation through classroom tracking systems and termly review of progress for identified learners	
A number of learners in P2 and P3 are not meeting early literacy benchmarks, particularly in phonological awareness, speech sound development, and early reading skills. Additionally, some learners demonstrate limited oral language and social communication skills, impacting their ability to engage in structured play and learning.	Identified pupils will make measurable progress in phonological awareness and early reading through targeted phonics interventions. Pupils receiving speech sound support will show improvements in articulation and expressive language.	Deliver targeted phonics intervention to small groups and individuals, 3–5 times per week. Implement speech sound activities as directed by Speech and Language Therapy (SLT) programmes or educational staff. Support structured learning through play sessions in P2 and P3, focusing on communication, turn-taking, and oral language development.	DHTs/ CTs/ PSA Ongoing through session – evaluated termly	PSA 27.5 hours £24,113.69 Boosting Reading Training £690	Baseline and follow-up assessments in phonics (e.g. phoneme segmentation, blending, letter-sound knowledge) using standardised or teacher-designed tools. Speech sound assessments or observational checklists provided by SLT or support staff to track articulation and expressive language development. Tracking data from literacy benchmarks showing progress toward or achievement of expected CfE levels.	

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<p>Some learners experience barriers to accessing and engaging with literacy learning due to difficulties with writing, spelling, and confidence in independent tasks. These challenges can lead to reduced attainment, particularly in writing, and lower learner engagement. At home, access to supportive digital tools and resources to continue learning is often limited, contributing to the wider attainment gap.</p>	<p>Identified learners will demonstrate improved writing fluency, independence, and confidence through the use of Clicker tools. Learners will be better able to express their ideas and access the curriculum using assistive technology. Families will feel more confident supporting home learning through access to Clicker at home and associated guidance. Overall improvements in writing attainment and learner engagement, particularly for targeted equity groups</p>	<p>Clicker licences will be rolled out across all stages in school, ensuring targeted learners have regular access in class. Staff will receive professional learning on the effective use of Clicker tools, including; Sentence building, word prediction, voice feedback, and Clicker grids, personalise support for learners with ASN, EAL, or writing difficulties. Targeted learners will be supported in class through structured Clicker tasks integrated into literacy blocks. Home access will be promoted by: setting up home login details and distributing guidance to families and offering digital learning workshops or drop-ins to support parents in using Clicker confidently at home. Ongoing monitoring and planning with TST and class teachers to ensure learners' needs are being met through Clicker.</p>	<p>DHT/ CTs</p>	<p>Clickr unlimited £2720</p>	<p>Baseline and follow-up writing assessments to measure progress in fluency, independence, and writing structure for targeted pupils. Pupil voice to assess confidence, motivation, and how Clicker supports their learning. Teacher observations and logs showing increased engagement and productivity during independent writing tasks. Family feedback on home use, gathered through surveys or informal discussions. Attainment tracking data (literacy) to evaluate progress for identified learners using Clicker regularly.</p>	
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