

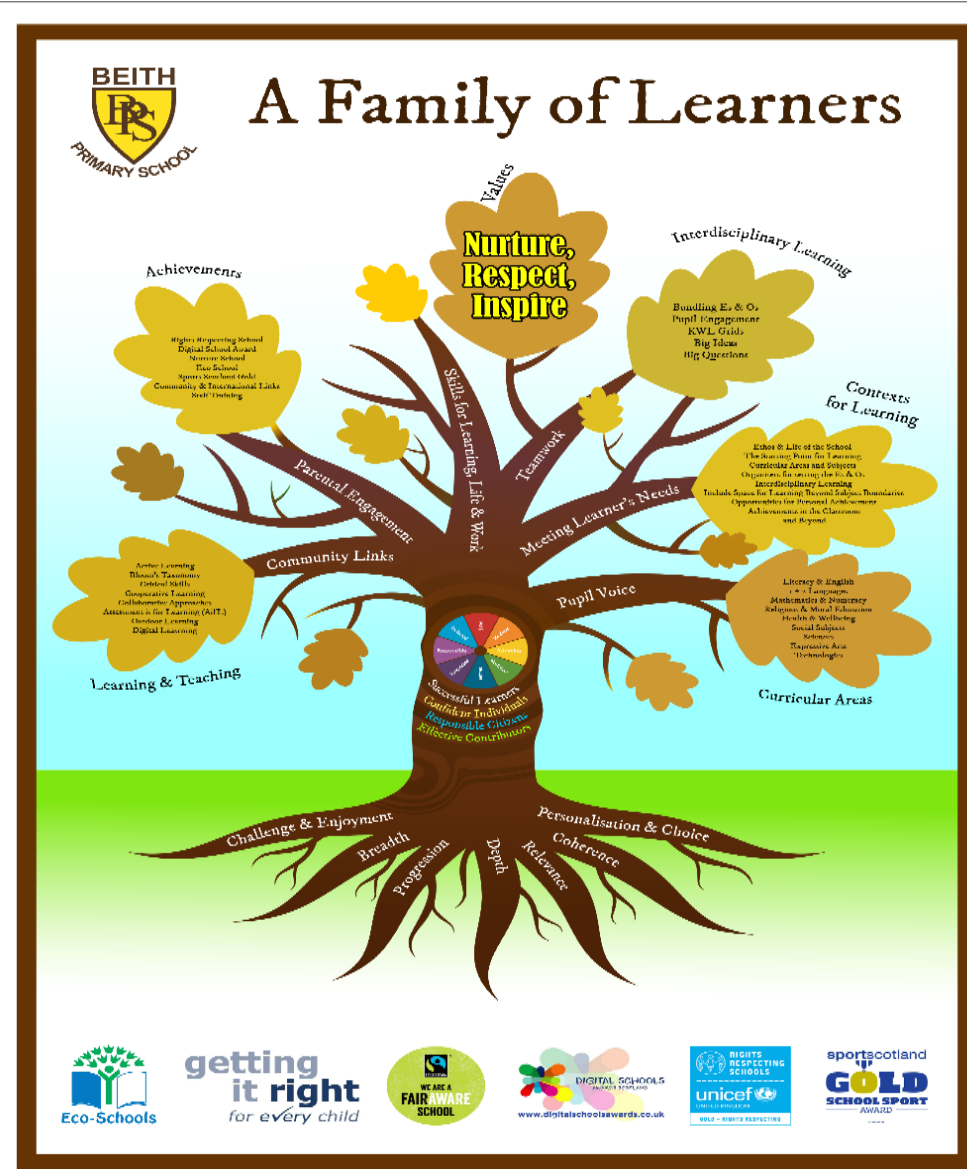


North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Communities and Education Directorate
Beith Primary School & Early Years
Improvement Plan
2024-2025



Vision, Values and Aims



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

Strategic Objective:

Implement / Embed skills progressions to support our play and skills based curriculum through the four contexts for learning, ensuring meta-skills are explicit and progressively taught across all areas. (NAC Priority 3)

Highlight your KEY drivers for this improvement priority

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

HGIOS4 & HGIOELC

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

Through our self-evaluation (classroom observation & pupil focus groups), we identified that our pupils were not always able to talk about the skills they were developing through their STEM / ART / Problem Solving or Outdoor learning activities. Our HMIe Summary of Inspection Findings (SIF), supports this self-evaluation and concludes that 'teachers should support children to recognise the skills they are developing' and that pupils would 'benefit from more opportunities to apply skills in challenging contexts'.

We wish to track progress in skills across all areas of the curriculum for EY – P7 and use a framework to support this with staff and partners.

Feedback gathered from staff at cluster moderation 23/24 requests a consistent planning format for high quality assessments and observations across the cluster. PEF funding will be used to ensure adequate resources for this development, including 2 additional classroom assistants (approx. £36,000 – some hours will be allocated). Cross cluster working will be also be enhanced.

PRIORITY 1: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<p>Children will understand, recognise and articulate their skills development in a learning environment where visibility of skills, meaningful discussion and reflection on skills deepens understanding, use and application in a variety of contexts.</p> <p>Children will experience more personalisation and choice through play/skills based learning</p> <p>Children will be engaged and motivated to learn.</p>	<p><i>Implement & embed the co-created skills progression, (tracking breadth via CfE curricular overview) to enhance the interdisciplinary approach to learning (IDL).</i></p> <ul style="list-style-type: none"> • <i>Staff use the skills progression framework to plan a skills based curriculum.</i> • <i>Staff track progress using CfE curricular overviews.</i> • <i>Develop outdoor learning plan to ensure progressive K&U & Skills progression.</i> 	<p>Beith, Gateside & Moorpark SLT & staff</p> <p>Jun '25</p>	<p>Quality assurance visits: peer /SLT learning walks, classroom observations etc,</p> <p>Learner Participation – almost all (over 90%) pupils in focus groups can articulate their skills development. Exit passes Skills audit comparisons. QA / Trio visit feedback. Pathways to support progression, including STEM/Outdoor learning.</p> <p>High level messages shared with all from pupil focus groups. PASS survey will show an improvement of 2% in pupil engagement, attitudes to learning.</p>	<p><i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact? See PEF Evaluation</i></p>	<p>£2,000</p>

PRIORITY 2

Strategic Objective:

To improve attainment in Literacy & Numeracy through identifying and sharing best practice and pedagogy.

Highlight your KEY drivers for this improvement priority

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

HGIOS4 & HGIOELC

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

Attainment data this session highlights writing attainment, especially for P4 & 7 as area requiring intervention. In P4, there is a 11% gap between reading and writing attainment. Pupils tell us that the current system is not engaging for them and could be improved. Cluster moderation feedback 2023-24 states that teachers would like to moderate writing using the same approach as we have for skills based learning this session.

Our self – evaluation and feedback from HMIe, noted the need to improve opportunities to read aloud to different audiences, practise handwriting, provide more opportunities for extended writing across a variety of contexts, provide time to review corrections and challenge more able learners. These recommendations will provide the direct drivers for improvement in these areas.

PRIORITY 2: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Pupil's progress in Numeracy will be enhanced through the use of new numeracy assessments to support teachers' professional judgement.	Numeracy assessments will be created and integrated into our used / integrated into pathways /planning.	Beith/ Gateside/ Moorpark SLT - Moorpark PT lead; working parties. June 2025	Numeracy pathways are enhanced with relevant assessments to support teachers professional judgements. Attainment in Numeracy & Mathematics will increase by at least 2% in P3, P4 & P5.	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	Approx £1000 for resources
Identified learners will benefit from targeted support for numeracy / literacy.	Through assessment, targeted interventions and collaboration e.g. PST/CTs, staff will use STINT process to support learners progress. Use systems and strategies e.g. Word / Number works, Talk boost, Boosting Reading, Toe by Toe, 5 Minute Box etc. to target need. Use Circle/SCERTS assessments to target support/actions. Support staff to identify & track skills development and track opportunities to read, write and count across the curriculum. Refresh SEAL/Number Sense/NAC numeracy framework	CT/PST/CAs/SLT from Aug '24	Use data to predict progress or closing of the gap. Pupils requiring additional support will reduce by 2%. The majority of targeted pupils will be working at expected levels by June 2024 Pupil focus groups will be able to articulate the skills they are learning. Pupils will have had increased opportunities to read aloud / write in other contexts		Approx £5000 for resources & staff costs 0.2 FTE
Children will be more motivated, engaged and keen to participate in writing. Through improved pedagogical approaches attainment in writing will improve for pupils.	Staff will engage in professional learning to enhance pedagogy e.g. Talk for Writing, Stephen Graham PM Writing, the use of hot / cold pieces to assess progress etc. PM Writing resources will be linked to Talk for Writing and our Writing pathway. Create assessments to support teachers professional judgement Introduce 'Writing Week'- whole school focus on writing – pupil choice, editing etc. Moderate writing to streamline teacher's professional judgements	SLT/CTs June '25 Cluster Working Party June '25 Cluster / SLT / CTs June '25 (3 x Collegiate sessions)	Writing attainment will increase across the school, by at least 2% (P4 & P5 by 5 %) Monitoring will evidence the range of increased opportunities for writing development. Minutes of cluster working party Updated writing pathway Early – 2 nd Level Tracking meetings (evidenced through HGIOS 4 challenge questions) show increased confidence of teacher professional judgement. Evidence from moderation sessions. Evidence of moderations sessions e.g. forms feedback, agendas etc		Approx £2000 for resources & training

School/EYC Improvement Plan 2024-25

Through enhanced feedback and time to correct errors, pupils will be more able to articulate their progress and how their skills have developed.	Refresh and share best practice in providing feedback to support learners (Shirley Clarke/Dylan Wiliam/John Hattie). Staff to ensure review time is built into practice. Revisit standard operating procedures e.g. teaching of handwriting, marking code etc.		Staff confidence in their professional judgements is increased – pre/post questionnaires. Standards are improved. This is evident through Quality Assurance processes e.g. classroom observations, pupil focus groups, tracking meetings, jotter audits. Increased use of marking code, relevant / use of feedback, pupil corrections noted in observations.	
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PRIORITY 3			
Strategic Objective:			
Prioritise and promote the positive health and wellbeing of children & young people, through rights based learning and close partnership working.			
Highlight your KEY drivers for this improvement priority			
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 (<i>practitioners</i>) 1.5 Management of resources to promote equity	HGIOSO & HGIOS ELC <i>Language specific to HIGIOELC is in green</i> 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 (<i>Securing children's progress</i>) 3.3 Increasing creativity and employability (<i>Developing creativity and skills for life and learning</i>)
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 <i>Applicable within all early years settings</i> 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

Pupils are benefitting from targeted and whole school nurture practices enabling better engagement and learning (achievements and progress from prior levels of attainment). Children's rights are embedded and learning about our rights and values is woven into our curriculum. Numbers of pupils presenting with anxiety, a lack of resilience and coping strategies requires a continued focus to meet need.

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 (and all stakeholders) interact positively with peers and adults to ensure quality learning. Pupils will have a positive view of their mental health and wellbeing & know how to maintain it.	Further embed RRS across the school – charters / learning Implement 'Decider Skills' programme/ PATHs activities to enhance coping strategies and resilience. Continue PPR /consistency.	DHTs/CTs/CAs Aug '24 & On-going	Quality assurance processes will evidence changes in pedagogy & systems. PASS survey results will improve. RRS evidence will support on-going rights based learning. PPR policy updated as required. Low level disruption is minimised.		£1000
Targeted pupils will be able to engage more effectively in their learning.	Offer targeted Nurture solutions as required to support those in need. Identify and support need quickly and effectively. Whole School Nurturing approaches.	SLT / all staff Jun '25	Wellbeing plans, targets are met; Pupil focus groups to discuss the Promise. Cared Experienced and all other pupils have a voice and are listened to. My World Triangles completed and reviewed regularly Wellbeing Wheels		£5000 resources / CT cover
Pupils will feel safe, enjoy school life and treat each other with kindness and respect. Pupils with specific issues e.g. self harm, will be supported.	Review & refresh Vision Values and Aims (VVA) with all stakeholders. Access services to support as required – School Nurse, 3 rd Sector.	SLT/All stakeholders Oct '24 On-going	School VVA will reflect our current practice and curriculum. Survey results / feedback widely shared. Pupils supported recover / improve.		

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2024-25

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:		Fiona Dunlop			
Carry forward:	£12,626	Total Allocation:	£75, 950	Total:	£88,576

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?
Pupils are supported according to need linked to SIMD level.	Targeted pupils will be able to engage more effectively in their learning, understand their emotions and self-regulate.	Provide tailored Nurture style support for identified learners/ groups. Bereavement, Young Carers, Care Experienced etc.	SLT/PSA staff June '25	£24,000 for PSA supporting nurture/learning.	Use of data e.g. Boxall, PASS, ACEL. My World Triangle/Wellbeing wheel	
Equity profile reflects gaps for staff to target through universal & enhanced universal provision.	Pupils will be more able to identify skills and actions required to improve learning.	SIMD 1-4 pupils are detailed for staff and equity reviewed at tracking meetings Skills based and outdoor learning is enhanced.	SLT/PST/CT/CAs	£46,000 2xPSA (3 yr fixed term) £12,000 for lit/num/skills resources to support skills based learning	Impacts of interventions reviewed at tracking meetings Data gathered through pre/post assessments.	