



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Service

Beith Primary School & Early Years

Improvement Plan

2026-2027



Vision, Values and Aims



EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2026/7 – 2028/9

The Education Service Improvement Plan is organised under three main priorities. Individual establishments should create their own plan under these three priority areas, 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 light blue show the thematic areas under each priority which the service intends to focus on in the year ahead.



PRIORITY 1: Improving learning outcomes for all

Strategic Objective:

To improve attainment in Literacy & Numeracy through identifying and sharing best practice and pedagogy to promote high quality learning, teaching and assessment (NAC Priority 1).

Select the KEY drivers for this improvement priority

<u>National Improvement Framework</u>	<u>NIF Drivers of Improvement</u>	<u>How Good Is Our School 4</u>	<u>Quality Improvement Framework for ELC settings</u>
1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people	Choose an item. 5. School & ELC improvement 6. Performance information	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement Choose an item.	Choose an item. 2.1 Children experience high quality spaces 3.1 Play, learning and developing

Rationale for Change

Attainment data this session highlights that despite a 21% & 36% improvement in reading for P2 & P3 respectively, further interventions are required to enhance progress in both reading and writing in P3 & P4. In writing attainment, whilst improvements have been made (between 5 -10% for stages P2, P4, P6 & P7) further focus on pedagogy and support is needed. In P5, the 11% gap between reading and writing attainment has been closed and this must be maintained moving forward. Pupils tell us that the improved pedagogy in Writing (Talk for Writing) is engaging them and inspiring them to 'uplevel' their skills more, so a continued focus on daily writing opportunities, review time & enhanced pedagogy will continue (as per HMIE SIF recommendations). Cluster moderation feedback 2025-26 states that teachers would like to moderate skills and core subjects using the same approach as we have for digital learning this session, so this will continue. Attainment in P3, P4 and P5 shows a need for continued focus on improving numeracy outcomes for all through embedded interleaving, consistent use of assessment to identify any gaps and the provision of appropriate interventions will continue. PEF resources (PSAs) will be deployed in a targeted way to support improvements. Investment in our Library has re-ignited our love of reading for enjoyment and continued focus on ERIC/Library time next session will enhance this. There has been a positive impact of ORACY training, enabling staff to focus on skills development through targeted activities, firming the professional judgments on progress.

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>
Pupils will experience regular re-visiting of concepts in numeracy & literacy to ensure retention and understanding.	Staff will have opportunities to attend a range of CLPL sessions both in-house and via PLA to focus on the delivery of numeracy/literacy strategies.	SLT/CTs June '27	Quality Assurance - Classroom observations, assessment weeks, exit passes, learning walks.		Approx £46,000 PSA support

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	Peer support / visits around number talks/sense activities. Refresh SEAL/Number Sense/NAC numeracy framework		Increased staff confidence in assessing progress in numeracy and mathematics – data from pre-post training evaluations. Pupil focus group feedback. Attainment data – universal & targeted		
Pupil's progress in Numeracy will be enhanced through the use of new PLA numeracy assessments to support teachers' professional judgement.	PLA numeracy assessments will be integrated into pathways /planning.	SLT/CTs June '27	Numeracy pathways are enhanced with relevant assessments to support teachers professional judgements. Attainment in Numeracy & Mathematics will increase by at least 2% in P4, P5 & P6.		Approx £2000 for resources
Identified learners will benefit from targeted support for numeracy / literacy.	Through assessment, targeted interventions and collaboration e.g. TST/CTs, staff will use STINT process to support learners progress. Use systems (PADLET) and strategies e.g. assessments, 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. Sensory Circuits / Dyscalculia strategies shared. Refresh SEAL/Number Sense/NAC numeracy framework Targeted intervention plans to support identified learners. Using I can toolkit, talk boost, word/maths works and phonological awareness experiences.	CT/TST/PSAs/SLT from Aug '26 EYC SEYP alongside EY Keyworkers	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 2027 Pupil focus groups will be able to articulate the strategies they are learning. Observed engagement and support in appropriate environments – visuals, displays, manipulatives etc. Data from phonological awareness trackers, I can trackers and milestone attainment trackers will show progression and improvement. Progression will also be shown on Learning journals.		Approx £46,000 for PSA support
Consistent use of agreed SHORs, Talk for Writing / PM Reading/Writing for all pupils in a dyslexia friendly environment. Embed new Phonic books using Science of Reading strategies in P2 & P3 to allow increased accessibility, pace and progression. Pupils will articulate their learning with confidence and improve their oral presentation skills.	Refresh Dyslexia Friendly School principles and access training to ensure accessibility for all. PSA training @PLA Share practice and embed Science of Reading / phonic strategies for P2 & P3 Oracy activities will be enhanced and planned to promote improvement. Talkboost in infants	All teaching staff PSA support	Pupils will have had increased opportunities to present/read aloud / write in other contexts. Presentation will be improved.		Approx £9,000 - 0.4 FTE until June '26

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	to support vocabulary development.				
Pupils will benefit from Curriculum Improvements	Engage with CIC developments & review practices in relation to the new curriculum EY staff will focus on using CfE to note and assess progress (integrating milestone knowledge)	All staff – ongoing through session	Staff confidence around the 'new' curriculum will be improved – pre-post questionnaires. EY Planning and tracking will be based around CfE.		Additional in-service days ?

PRIORITY 2: Supporting needs, wellbeing, equality and inclusion

Strategic Objective:

Prioritise and promote the positive health and wellbeing of children & young people, through rights based learning and close partnership working to remove barriers to learning by enhancing Adult Presence/New Authority and embedding Building Positive Relationships. To further embed North Ayrshire relationships and behaviour approaches & attendance strategies across Beith Primary School, ensuring a consistent, nurturing and restorative approach which supports all learners to feel safe, respected, included and ready to learn.

Select the KEY drivers for this improvement priority

<u>National Improvement Framework</u>	<u>NIF Drivers of Improvement</u>	<u>How Good Is Our School 4</u>	<u>Quality Improvement Framework for ELC settings</u>
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	1.2 Leadership of Learning 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion	1.3 Leadership of continuous improvement 4.1 Nurturing care and support 4.2 Wellbeing, inclusion and equality

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Rationale for Change

Pupils require more support with their mental health and wellbeing than ever. There are increased levels of aggression and violence towards staff and pupils (supported by the number of Assure reports, children with Risk Assessments etc). More than ever, we need to tailor our service to meet the needs of learners, removing whatever barriers may exist whether through anxiety, neuro-divergence, emotional, social and behavioural needs, ACEs, trauma, mental health issues etc. In order to learn and retain learning, our learners need to feel safe, valued and nurtured. Our interventions this session have led to almost all pupils reporting that they feel safe in school and attainment has improved in line with this.

Our 'back to basics' approach, alongside increased exclusions (8), where learners use Decider Skills to support their own regulation and are aware of, and support, the need for equity to meet different needs appropriately, has led to a more stable learning environment. Continuing to support staff to provide high quality, appropriate environments suited to learners needs, have restorative conversations, de-escalating, redirecting, co-regulating with learners and being able to support them to access their learning e.g. visuals, sensory circuits, SCERTs plans, use of micro-scripts, nurture/safe spaces, trusted adults etc. will be our focus.

Pupils benefit 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 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>
Learners will feel safe and able to learn based on relational practices Pupils will enjoy school life and treat each other with kindness and respect.	Select relevant aspects on New Authority / Expectations & consequences to refresh staff skills in supporting regulation and engagement. To develop a shared cluster approach to adult presence, de-escalation language, restorative conversations and consequences. Staff across the cluster to engage in professional dialogue about scenarios and real-life practice e.g. coaching sessions. Pupil voice to be used as a moderation tool – ask pupil views across the cluster and compare responses across school, year groups, genders etc.	SLT/CTs/EYPs/ PSAs Jun '27 SLT/PSAs from Jun '26 On-going	Pre-post questionnaires. Attainment improves overall – 4% PASS survey results HGIOURs Survey results / feedback & actions widely shared. Pupils supported recover / improve skills in self/co-regulation.		Approx £30K Aug – Mar 0.4 FTE Teacher

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Pupils with specific issues e.g. self harm, will be supported.	Parent/carer workshops and leaflets to promote a shared understanding of new authority and how parents and carers can support at home. Targeted support offered to families through Building Positive Relationships (BPR) workshop run by Area Inclusion worker and PSA. SIP Committee survey pupils, analyse and act Refresh CALM PI staff to support if required. Use Circle Resource to enhance environments to meet need. Build positive relationships in class, Cluster research project with Educational Psychologist Access services to support as required – Ed Psych, School Nurse, 3rd Sector. Offer targeted Nurture solutions as required to support those in need – outdoor learning & sunshine room. Identify and support need quickly and effectively. Whole School Nurturing approaches – self evaluation and actions based on findings.		Wellbeing plans, targets are met, Boxall results; 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		
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 Reinforce 'Decider Skills' programme/HWB prog/ Wellbeing Assessments to support trusted adult relations. PATHs activities to enhance coping strategies and resilience. Continue PPR /consistency.	SLT/CTs/PSAs Aug '26 & On-going EYC Staff	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.		

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Pupils attendance is improved	Use Attendance Tracker and associated assessments/actions to enhance attendance.	SLT/EBAs/Ed Psych from Aug '26	Attendance improves by 1-2% (currently around 94%)		
Children will be able to name emotions and use developmentally appropriate strategies to engage in their learning.	Use PATHs, Colour Monster, SCERTs /PBSPs plans to enable learners to manage their emotions	EY staff From Aug '26	Incidents are reduced and children can begin to self regulate if appropriate.		

PRIORITY 3: Building a self-improving service

Strategic Objective:

Through our consultations and quality assurance systems, the need to embed skills progressions to support our play and skills based curriculum in a more consistent way has been highlighted. Continuous professional learning is key to improvement and enhanced pedagogies. Hence, our focus will be on 'Making Thinking Visible' and 'Deep Learning' through the four contexts for learning. This will ensure the 6 C's (12 meta skills) are explicit and progressively taught and progress recorded across all areas. Review in line with Curriculum Improvement Cycle (CIC), Deep Learning and Progression Pathways (NAC Priority 3)

Select the KEY drivers for this improvement priority

<u>National Improvement Framework</u> <i>Please select the relevant NIF priority</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>
3. Improvement in skills and sustained, positive school-leaver destinations Choose an item.	2. Teaching and practitioner professionalism 4. Curriculum and assessment Choose an item.	1.2 Leadership of Learning 2.2 Curriculum Choose an item.	1.2 Staff skills, knowledge, values and deployment 3.1 Play, learning and developing 3.2 Curriculum

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 HMle 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. A further dive into 'Deep Learning' materials will enable us to develop a positive progression framework that is useful in our setting.

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. £46,000 – some hours will be allocated). Cross cluster working will be also be enhanced.

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>
Learners will be active participants and experience high quality, engaging and challenging curriculum & pedagogy through a variety of well planned, learning experiences.	Use 'Making Thinking Visible' & 'Deep Learning' to All teachers will receive CLPL in 'New Pedagogies for Deep Learning' EYC – new planning removing barriers to learning and making this more child led.	Cluster DHTs by Jun '27 From Aug '26	Staff and learners will be able to measure progress in skills development through the use of Deep Learning rubrics. Baseline /survey comparisons. P5-P7 learners will begin to track their own progress in skills – My World of Work Achievements section. Using a specific baseline and monthly data to reflect impact.		Approx £3000 for materials
Learners will experience a curriculum that is rich in enquiry and skills based learning opportunities.	Deep Learning will become embedded into daily teaching & learning experiences. Skills based learning and planning HQAs will be a focus for all staff. Opportunities to develop skills through Expressive Arts& writing will be increased through planning interdisciplinary 'Deep Learning'	"	Class Observations and pupil focus groups will reflect enhanced engagement through using 'Deep Learning' strategies. Skills will begin to be tracked across cohorts and the curriculum.		
P6 pupils will benefit from working with HT Trio schools on a project enhancing their Deep Learning and digital skills.	P6 pupils will connect with P6 pupils in West Kilbride and Whitehirst Park. Digital project around skills with a joint celebration at West Kilbride to conclude	SLT/ P6 teachers Oct- Dec '26	Pre/post survey of joint learning. Pupil and teacher feedback.		

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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:			
Carry forward:	£31,134.00	Total Allocation:	£75,950.00
		Total:	£107,084.00

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 March '27	£40,000 (0.4 FTE) for CT 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, digital 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.	
Enhanced Environments to support engagement	Learners needs will be better met as the environment supports them.	Use circle resource to identify resources to support learners	CT – Aug '26	Approx. £20,000 Furniture & fittings / subscriptions etc.	Attainment statistics for SIMD 1-4. Survey, better engagement in learning	