**Education Directorate**

**Blacklands Primary School and Early Years Class**

**Improvement Plan**

**2024-2025**

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**Vision, Values and Aims**

**Our Values**

Respect, Kindness, Knowledge, Fun

**Our Vision**

Together with our school community, we will encourage and inspire our children and families to explore, learn, and achieve success, within our nurturing environment.

**Our Aim**

To ensure out learners experience the best start in life.

* To provide a wide variety of opportunities and experiences to enhance learning and achievement.
* To encourage our children to foster a love of learning.
* To equip our children with knowledge and skills for an ever-changing world.

**Motto**

READY, RESPECTFUL, SAFE

**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** |
| **Strategic Objective:****To nurture our children’s passion for learning – working to ensure they experience consistent, high quality learning and teaching experiences.** |
| **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
 | **HGIOS□ & HGIOS ELC***Language specific to HIGIOELC is in green* |
| **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 | **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 wellbeingequality 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
 | **Care Standards - Care Inspectorate Quality Indicators***Applicable within all early years settings* |
| * 1. Nurturing care and support
	2. 1.2 Children are safe and protected
	3. Play and learning
	4. Family engagement
	5. Effective transitions
 | **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.* Data gained from ‘Cluster Collegiate Showcase’ - [Cluster Collegiate](https://northayrshirecounciledu-my.sharepoint.com/personal/susanlauder_ea365_n-ayrshire_sch_uk/Documents/Cluster%20Collegiate.pptx?web=1)
* Authority trio visit noted ‘more outdoor learning’ as an action point
* Authority trio suggested ‘Play policy’ and ‘Consistency Guide’ should be created
* School review next step states: ‘Ensure that pedagogical approaches and curricular outcomes are embedded and consistent in play.’
* Self-evaluation states 2.3 evaluation through quality assurance procedures is 4: Good – working towards 5: Very Good
* Inconsistent feedback from pupils regarding pupil choice, differentiation for learners, outdoor learning and use of digital technologies
* OECD ‘The Future of Education & Skills 2020’ offers a vision that schools must equip students with skills, attitudes and values to contribute to and benefit from an inclusive and sustainable future
* Self-evaluation of 2.3 in December 2023 acknowledged some children’s lack of enjoyment of learning and the lack of consultation over what is being taught
* Parent/carer feedback on SIP 23/24 stated that they would like ‘Play’ on the School Improvement Plan 24/25
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| PRIORITY 1: Action Plan |
| Pupil Outcomes | **Implementation Plan** | **Timescales/****Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost****(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?**What do we plan to do?* | *What are our timescales? Who will lead?* | *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.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Learners will be active participants and experience a high quality, engaging and challenging curriculum – through a variety of learning experiences. | [Kilwinning Cluster Rationale](https://northayrshirecounciledu-my.sharepoint.com/personal/jennifermilne_ea365_n-ayrshire_sch_uk/Documents/Kilwinning%20Cluster%20Rationale.docx?web=1)A qr code on a white background  Description automatically generated | August ’24-June’25 | * Forms survey baseline Sept ’24 on professional standards
* Forms survey May ’24 to evaluate impact
* Classroom observations will identify pupils are eager participants in learning
* Pupil survey results will show increase in engagement and challenge of our learners
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| Learners will benefit from an enhanced, holistic Early level experience (our EY children will be attending 9am-3pm each day, as will our P1 children) | EY staff and P1 teacher will have planned opportunities to work together to develop a shared understanding of progress across the levelEY staff and P1 teacher will use self-evaluation, research and evidence to inform and improve practiceEY staff and P1 teacher will plan together and use Floorbooks to evidence learning | August ’24-June’25Senior EYP, P1 class teacher, SLT | * Self-evaluation for self-improvement methods
* Education Scotland Early level play pedagogy toolkit
* Confidence and capability survey for all staff involved
* Pupil surveys
* Parent/carer surveys
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| Learners will benefit from regular, planned outdoor experiences, which will provide a rich stimulus for creative thinking and learning. This will create opportunities for challenge, enquiry and critical thinking.  | Planned collegiate time allocated for staff development in Outdoor LearningStaff to look inwards/ outwards and forwards to identify good practice and share this with each other Outdoor learning ‘Consistency Guide’ to be updatedNew Outdoor Learning planners to be createdAll classes will participate in a fortnightly outdoor classroom day | August ’24- June ‘25Class Teachers | Pupil and staff questionnaires (baseline of skills/confidence in August and again in May)Quality assurance processes will evidence more outdoor learning opportunitiesForward plan monitoring and ‘big message’ sharedLearning observations |  |  |
| Through ‘Play’ and ‘Experiential Learning’ learners will develop transferrable skills and understand the relevance of these to everyday life – they will have fun and demonstrate increased love of learning | Staff will use the Education Scotland play based pedagogy to audit their current practiceIn-Service day in September will be focused on ‘Play’Learning experiences will be planned and offered which promote play based experiences and skilled based learningObserve, involve and listen to our learners - staff will be responsive and provide experiences which engage and motivate learning – involving children to record in floorbooks | August ’24- June ‘25Class TeachersSLT | Learning and teaching observations will feature more engaged and creative learnersMonitoring of planning will show varied activities and use of different environmentsFloorbooks will evidence the links to the four capacities and contexts for learnings. Skills will be explicitly taught and referred to. Pupil feedback will show improved confidence and ability to talk about their learningMonthly impact statements and tracking meetings will be focussed on, and comment specifically on, the impact this is having – developing skills, children’s engagement and achievement |  |  |

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| **PRIORITY 2** |
| **Strategic Objective:****Following a review of our Vision, Values and Aims a curriculum rationale will be created so that everyone involved in our school and Early Years Class will be clear on ‘What we want for our children and how we will work together to achieve this’.** |
| **Highlight your KEY drivers for this improvement priority** |
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| **Rationale for Change*** A consultation process took place in session 23/24 with learners/staff/parent/carers
* HT part of Education Scotland PLL ‘Evidence-based curriculum rationale’ – work is continuing session 24/25
* Vision/Value/Aims has not been updated since 2017, consultation to be complete around this before ‘publishing’ new curriculum rationale
* Parent/Carer ‘Forms’ survey showed 100% of parent/carers felt this should be a school priority
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| PRIORITY 2: Action Plan |
| Pupil Outcomes | **Implementation Plan** | **Timescales/****Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost****(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?**What do we plan to do?* | *What are our timescales? Who will lead?* | *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.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Learners will understand what the school is trying to achieve through its curriculumLearners will be able to talk about how the unique features of the school community inform the design of the curriculum at Blacklands Learners will benefit from a curriculum with an experiential learning focus, which will increase motivation and enthusiasm to learn and increase the skills they need for life | All stakeholders will contribute to a review of our Vision, Values and Aims. Staff collegiate work will focus on planning for progression in our children’s learning for the four contexts and show how knowledge, understanding and skills are built over time.  | August ’24-June’25SLT, Class Teacher | Professional engagement, collegiate working resulting in moderation of standards ensuring a robust approach. Self-evaluation for self-improvement methods: Pupil leadership groupsLearning observationsFloorbooks showing evidence of the learning journeyA new Vision, Values and Aims and new Curriculum Rationale will be published |  |  |

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| **PRIORITY 3** |
| **Strategic Objective:****Continue work to increase attendance in all stages and in the Early Years Class in session 2024-25.** |
| Highlight your KEY drivers for this improvement priority |
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| **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.* % attendance a concern – data from Seemis and monthly attendance stats
* HT part of authority working party to improve NAC comms around attendance
* Almost all parent/carers stated they had noticed the focus on attendance. Almost all parent/carers like receiving the parent/carer bulletin re attendance and latecoming (one has no opinion) – and would like this to continue as a focus
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| PRIORITY 3: Action Plan |
| Pupil Outcomes | **Implementation Plan** | **Timescales/****Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost****(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?**What do we plan to do?* | *What are our timescales? Who will lead?* | *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.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| For all learners to be included, engaged and involved in their learning. Learners will be given opportunities to fully engage and participate in the wider life of their school in order to encourage good attendance. | * Provide leadership opportunities at all stages in a wide range of roles
* Motivate and encourage young people to attend school by providing a wide range of clubs and experiences which supports GIRFEC
 | August ’24- June ‘25SLT, Class Teachers, PSAs | * Club attendance tracked and wider achievement recorded on Seemis
* Big books used to capture experiences and impact
* Variety of clubs recorded
* Leadership roles established, minutes from meetings recorded, high level message recorded for each group at end of each term
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| Continue to focus on positive relationships with young people and their parent/carers to enhance an ethos and culture that promotes good attendance | * Discussion Dinners 3x per year
* Use Paul Dix, ‘When the Parents Change’ to continue to build trust and respect, strengthen the support and guidance to young people and their parent/carers to overcome barriers to attendance
* Area Inclusion Worker will work closely with identified parent/carers to promote attendance
* Pupil leadership group will ‘report’ to parent/carers monthly by creating a video to be shared with highlights around attendance
* Class attendance data will be shared with pupils monthly at morning meeting to promote a sense of pride in class attendance (Reward for class with best attendance)
* Parent/carer newsletter to be updated to reflect wider experiences and achievements
* ‘Mystery day’ to be planned in all classes
* More ‘family clubs’ to encourage parental involvement in a ‘fun’ way
* New Early level working will facilitate parent workshops – to promote understanding of the importance of attendance
 | August ’24- June ‘25SLT, Class Teachers, Pupils | * Record number of participants at each discussion dinner
* Exit cards at discussion dinner
* Use data pulled from Seemis, tracking attendance monthly (showing +/- or + % attendance)
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**This should only be completed for aspects of your PEF spend not included within your Improvement Plan priorities.**

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| **PEF contact - HT or DHT with responsibility for the plan:** | Susan Lauder |
| **Carry forward:** | -£7,035 | **Total Allocation:** | £59,400 | **Total:** | £52,365 |

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| 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? |
| Closing the attainment gap and mental health across the school | Learners will be involved in targeted interventions – to reach their full potentialChildren will have a better understanding of their own mental health and develop strategies to support this, | * Liaise with teaching staff, attainment teacher and support staff to provide targeted interventions
 | April ’24 – June’25 | £6,240.62 |  |  |
| Classroom assistant will work to improve attainment across the school | More learners will be supported to be on track across the curriculum | * Our PT (attainment) will work with our CA to provide targeted interventions to raise attainment
 | March’24 – June’25 | £15,273.57 | Data from August for targeted learners will be compared with data in March and June |  |
| Fully funded experiential learning to provide equity of experiences for all | Learners will be involved in experiential learning in the community and beyond, increasing interest and engagement in learning. It will broaden horizons and raise aspirations.Learners will see the relevance of their studies in real-life contexts and be more motivated and learning will be fun.Learners will show an improved retention of knowledge which can lead to improved attainment.A residential trip will increase self-confidence, resilience and the ability to manage responsibilities. Social skills and stronger friendships will develop. | * All classes to take part in experiential learning beyond the school grounds at least once per term and monthly if possible
* P6 and P7 to go on fully funded residential to Inverclyde
 | March’24 – June’25 | TBC |  |  |
|  |  |  |  |  |  |  |