



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Service

BRODICK, SHISKINE, CORRIE, WHITING BAY, PIRNMILL, KILMORY SCHOOLS and BRODICK, SHISKINE KILMORY EYCs

Improvement Plan

2026-2027



Brodick



Corrie



Kilmory



Pirnmill



Shiskine



Whiting Bay



Vision, Values and Aims



Our Isle of Arran Vision is to be 'An Island of Excellence'.



Brodict



Corrie



Kilmory



Lamlash



Pirnmill



Shiskine



Whiting Bay

Our Aims

- To create safe, vibrant schools where every child feels valued and leaves with many happy memories.
- To nurture individuals who will care for themselves, each other, the island and wider world they live in.
 - To provide excellent, engaging and challenging learning that will nurture each child's potential.
- Create responsible citizens who have the skills for life, self-belief and ambition to make a difference in the future.
 - To inspire our children to be independent, resilient lifelong learners.

We are currently developing individual school values.

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.



NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

PRIORITY 1: Improving learning outcomes for all

Strategic Objective:

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

Plan 1 To create a **Numeracy Strategy** that supports the consistent delivery of numeracy across our settings from EY, P1 to P7. In addition, we will focus on P7 learners and adopt and follow the STEM SPACE numeracy project to raise attainment in P7 learners in Brodick and Whiting Bay Schools.

Plan 2 – To create a **Literacy Strategy** that supports the consistent delivery of numeracy across our settings from EY, P1 to P7. In addition, we will focus on P4 learners at Whiting Bay Schools and adopt and follow the national writing program CYPIC.

Select the KEY drivers for this improvement priority

National Improvement Framework <i>Please select the relevant NIF priority</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>
1. Improvement in attainment, particularly literacy and numeracy 1. Improvement in attainment, particularly literacy and numeracy	4. Curriculum and assessment 2. Teaching and practitioner professionalism 6. Performance information	2.3 Learning, teaching and assessment 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	3.1 Play, learning and developing 3.1 Play, learning and developing 4.3 Children's progress

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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.

Plan 1 – Numeracy

ACEL data analysis of June 2024/25 at Brodick Primary, our largest school on the island sat at 80% for P1s, 50% for P4s and 62% for P7s -averaging 65% for school. ACEL data analysis of June 2024/25 at Whiting Primary, our second largest school on the island sat at 75% for P1s, 78% for P4s and 80% for P7s -averaging 75% for school. This falls below the 81% NAC target. Due to low numbers of pupils in the other 4 schools data cannot be evidenced.

During session 25/26, QA showed there is inconsistent approaches to the delivering of numeracy across the 6 schools. This was highlighted in the NAC Review of Brodick Scholn May 26.

During session 25/26, the focus was on creating a clear and consistent approach to our learning teaching approach generally. The next step is to drill down to curriculum specific areas.

Numeracy will be a main focus for session 26/27.

The use of PEF will be used to support the purchase of White Rose Maths, Ten Town maths subscription for P1s and identified gaps in manipulatives across the schools to ensure consistent provision of manipulatives in all schools. A Maths strategy will be written that sets out the approaches to be taken to teach numeracy across the schools.

Plan 2 – Literacy Over session 2026-27, we will improve outcomes in writing for P4 learners at Brodick and Whiting Bay working at First Level through the implementation of the CYPIC National Writing Programme, using a quality improvement approach. Learners on track in writing will increase from 62% in September to 75% by June 27. Practitioners will be supported through targeted professional learning to develop a shared understanding of the CYPIC quality improvement approach, ensuring the delivery of high-quality writing instruction. This will include a clear and consistent focus on the tools for writing and the effective application of the CYPIC methodology. Alongside explicit teaching, we will foster a positive writing culture in which purposeful talk, creativity and learner motivation are central. Analysis of literacy data identifies a need for a more focused and consistent approach to the teaching of writing, supported by more frequent and systematic monitoring of learners' work. Variability in the application of the tools for writing is impacting negatively across all aspects of writing. Self-evaluation activities, including classroom observations, learning conversations, planning and assessment reviews, reinforce the need for a more consistent, and explicit approach to the learning and teaching of writing. This priority focuses on building staff confidence and consistency through high-quality professional learning. Staff will use explicit approaches to teaching writing through a quality improvement approach, while promoting a positive, inclusive learning culture that supports pupils' engagement, enjoyment, and attainment in writing

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	How do we know that the experiences & outcomes for learners have improved?	Please enter the cost to the nearest £

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			<i>progress? Consider baseline data.</i>	<i>What does the data tell us which demonstrates impact?</i>	
Plan 1 - NUMERACY Learners will reinforce learning through effective use of manipulatives in daily numeracy calculations. This will increase learner understanding.	PSA PLA Numeracy Manipulatives training Audit Manipulatives and ensure core manipulative provision in all schools. Sept INSET Manipulatives TST/ PLAs to CTs and PSAs. EY numeracy lead to attend.	Term 4 25/26 TSTs EYP lead End Term 1 26/27 – roll out of manipulatives complete 21/9/26 INSET PLA	Manipulative audit data to be gathered before and after purchase. Pupil Survey / Learning FBI SE focus on numeracy learning Term 3 will show positive learning experiences for learners.		TBC
The delivery of maths lessons will include a variety of engaging learning experiences that will meet learner ability.	Purchase of White Rose Maths . Numeracy planner to be updated.	Term 4 25/26 Claire Kelso DHT End Term 1 26/27 Sept INSET TSTs/ PLA/DHT CK	QA Term 3 feedback will show consistent delivery of renewed numeracy approaches.		£400.00
Practitioners will know what a good maths looks like. This will provide consistency of approaches of learners. QA will focus on teaching of numeracy – focus will involve SLT, teachers and learners. Learners will be involved in self-evaluating numeracy lessons through HGIOURS SE – Learning FBIs.	Numeracy Strategy created that set out clear numeracy approaches to be used (Working Party). What a Good Maths Lesson Looks like guide created. Numeracy focus for 2 nd QA class observation in Term 3- numeracy class observation format created to evidence impact.	End Term 2 26/27 CK End Term 3 26/27 Peer/ SLT	ACEL data June 26/27 will show increase towards 81% target.		
STEM SPACE MATHS P6/7 learners at WB and Brodick will develop stronger spatial reasoning skills, enabling them to visualise, model and solve problems more effectively across different areas of mathematics.	Implement the 16 STEM SPACE Maths Burst lessons across 2 P6/7 classes, embedding them within existing numeracy planning to explicitly develop learners' spatial reasoning and mathematical thinking.	Aug-Dec 2026 2 P6/7 teachers will participate and lead the initiative in their own class	The University of Glasgow will provide comprehensive baseline and post-intervention data through pre- and post-assessments, measuring improvements in		

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These learners will experience more consistent, research-informed teaching approaches that strengthen higher-order thinking, leading to improved confidence, engagement and attainment in mathematical problem-solving.	Use a range of manipulatives and concrete materials to support progression from concrete to abstract understanding and strengthen visualisation skills. Engage in professional learning and collaboration linked to the research project to build staff confidence and ensure consistent, evidence-informed pedagogy.		mathematical thinking, computational thinking and spatial reasoning. Quantifiable progress will be evidenced through comparative analysis of assessment scores, demonstrating gains across participating cohorts. Data will be analysed to identify improvements in attainment and to track reductions in gaps, including detailed insights into gender and SIMD quintile disparities.		
Plan 2 – Literacy CYPIC P4/5 P3/4 B P3/4/5/ WB Learners clearly understand what good writing looks like and how to meet success criteria. Writing improves in small, manageable steps, building confidence in learners. Learners will engage in writing a minimum of 3 times per week and for a period of 15 minutes within each writing lesson.	Class teacher and Senior leadership attendance at North Ayrshire training for cohort 3 /4 of QI writing, including 2 x in person days (introduction and showcase event) and 6 x twilights Use QI diagnostics (Pareto) to identify gaps in learning and plan teaching inputs to address these gaps. Class teachers will consistently apply the CYPIC bundle in all writing lessons	Class Teacher Charlotte Martin Brodict Brodict Kirsten P WB Lead all sessions to attend. Claire McNally Claire Kelso September 2026- January 2027	An increase in the proportion of pupils achieving and on track. Learners on track in writing will increase from 62% (in September to 75% % by June 27. Quality of writing, Improvements in the clarity, structure and accuracy of learners' written work, including appropriate use of sentence structure, punctuation and vocabulary.		

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Learners become more reflective and independent, able to assess and improve their own writing.	Class teachers will consistently gather and measure progress against the LI & SC using run charts Each class will have a clear stretch aim for overall learner progress and a minimum of 2 specific teaching aims relating to measurable tools for writing. Practitioners will use a fishbone tool to analyse the reasons behind those learners' whose attainment is not improving and work with other practitioners to consider how to best support these learners.		Learners demonstrate increased confidence, independence and engagement when writing for a range of purposes and audiences. Learning intentions, success criteria and feedback are used consistently, and pupils can identify strengths in their work and describe next steps. Greater confidence and consistency in teaching approaches and professional judgement.		
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PRIORITY 2: Supporting needs, wellbeing, equality and inclusion

Strategic Objective:

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

Plan 3 - Vision and Values: We will ensure that all learners and staff have high expectations and culture of ambition exists across our schools. This will be reflected in the revised aims and values of our schools. Positive Relationships and Behaviour between pupils and staff will be evident across all EY to P1- P7 settings.

Plan 4 – Outdoor Learning: All learners across EY to P1- P7 settings experience quality outdoor learning lessons as part of regular planned learning time. This will support the delivery of the curriculum and contribute to individual pupil H&WB.

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>	<u>Quality Improvement Framework for ELC settings</u>
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School/EYC Improvement Plan 2026-27

		<i>Please select up to three quality indicators for this priority</i>	<i>Please select up to three quality indicators for this priority</i>
1. Improvement in attainment, particularly literacy and numeracy 4. Improvement in children and young people's health and wellbeing	2. Teaching and practitioner professionalism 2. Teaching and practitioner professionalism Choose an item.	2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion Choose an item.	4.2 Wellbeing, inclusion and equality 4.2 Wellbeing, inclusion and equality Choose an item.

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.

Plan 3 - Vision and Values: A culture of ambition and increased expectations. Quality Assurance activity across session 25/26 tells us that there has been a major shift in the ethos and culture of inclusion across our establishments. Further work is now required to ensure individual learners with individual support needs are making best progress. This was highlighted in NAC Review of Brodick School May 2026. In particular, children will become independent in their readiness to learn through the delivery of consistently high-quality routines, structures and boundary setting that support individual learner needs. Clear and consistent boundaries and expectations will be set by all staff. PEF budget will be used to purchase Mrs Foster's Morning Club technology resource to support delivery of routines and structure. This work will be further supported through delivery of Positive Relationships and Behaviour Policy delivered through 2 class teachers who are our Train the Trainer NAC Relationship Champions. We will work towards RRS Gold Award status. Our recently revised island of excellence aims will support this work. We will now create our refreshed Schools Values and share these across our school communities.

Plan 4 – Outdoor Learning: CLPL has been delivered across some schools. 2 classes P6/7 Brodick and Shiskine have achieved the Junior Forest Award status. Aim to roll out to all P6/7 stages Whiting Bay, Kilmory, Corrie, Pirnmill. PEF fund to be utilised.

PRIORITY 2: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
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School/EYC Improvement Plan 2026-27

<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>
Plan 3 - Vision and Values: A culture of ambition and increased expectations will be created. Children will follow expected routines and structures and be supported in their readiness to learn with clear boundaries.	School Values Refresh Creation and launch across EY and P1-P7 settings.	By end Term 1 Assembly HT PLA.	We will hear the school values being reference by pupils and staff very day. We will see pupils and staff live by the school values in all that they do.		
	Roll out of Mrs Foster's routines and structures for each transition points across the school day. Mrs Foster's Backpack resources used consistently to support key skills: focus/ concentration/ listening and talking.	Term 1 Collegiate CAT PTs K Picken L Grieg Coles TBC	All children are ready to learn. All children's needs are supported so they are making progress. Staff support all pupils to achieve their very best in what they say.		Mrs Fosters Subscription £124.99
	Ready to Learn consistency poster embedded across settings.	Term 1	A culture of ambition exists in all classes.		
	Train the Trainer Champions will deliver refreshed Positive Relationships and Behaviour Policy to all staff.	Term 2 Nov INSET Miriam Sabra Charlotte Martin Ashton Adamson	QA class visits will evidence this improvement. PASS Survey results will show increased scores.		
Consistent delivering of RRS learning across the school year.	RRS Gold Schools Award Action to be created.	T 1 T2 T 3 T 4 Assembly Plan Claire K	Certification of RRS Gold Award will be granted.		

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Plan 4 – Outdoor Learning All pupils will experience outdoor learning for 4 week blocks, 2 times a year.	Teachers will plan 4/5 week blocks themed around delivery of sciences/ literacy / numeracy/H&WB twice a year. This will be a timetable requirement across school year. PVG parent helpers to be arranged. EY – fire lighting/ tool training/ risk assessment. P6/7 pupils have gained Junior Forest Award. Whiting Bay, Kilmory focus. Yr 1 25/26 Brodick Shiskine Yr 2 26/27 Whiting Bay, Kilmory Yr 3 27/28 Corrie/ Pirnmill. Continue CLPL offer for all staff. Dates to be set. EY/P7. https://getouteducation.co.uk/	Block 1 = Term 1 – 2 Block 2 = Term 4 End Term 4 27. DHT Jenny Duncan	PASS survey results will be used to analysis H&WB progress of pupils. Staff SE survey to be created to analysis impact of sessions on overall H&WB of pupils from teacher perspective. We hope to see an increase in teacher confidence levels to deliver quality outdoor learning. We hope to see continued increase in staff attendance of CLPL.		£750 per school (5 weeks)

PRIORITY 3: Building a self-improving service

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Strategic Objective:

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

PLAN 4

Pupils and Staff will lead improvement and change across our schools from EY and P1-P7. These changes will impact positively on our children. There will be planned opportunities for pupils, staff and parents to engage in the self-evaluation of key focus areas: Maths, pupil H&WB.

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>
1. Improvement in attainment, particularly literacy and numeracy 1. Improvement in attainment, particularly literacy and numeracy	1. School & ELC leadership Choose an item. Choose an item.	1.1 Self-evaluation for self-improvement Choose an item. Choose an item.	1.3 Leadership of continuous improvement Choose an item. Choose an item.

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.

PLAN 5 – Staff Leadership

Brodict School North Ayrshire Review May 2026, commented very positively on staff leadership roles and the positive impact these are having on the ethos of the school. Staff across the 6 schools will be encouraged to identify key areas to lead with pupil focus. These projects will lead to positive impact on learners.

PLAN 6 – Approaches to Self-Evaluation

We will create planned opportunities for all stakeholders to be engaged in self-evaluation activity. We will use this stakeholder evidence to identify what is working and what steps we will take to make further improvement. Parent engagement levels in self-evaluation activities has been consistently low over the past 2 years over most 6 schools when completed using e surveys. We want to increase parent voice and parental engagement. Parent engagement will be planned through self-evaluation activities that link to pupil progress. Maths and H&WB.

Pupil self-evaluation will be planned through delivery of HGIOURS format and link to self-evaluation of maths and mental health.

PRIORITY 3: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
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School/EYC Improvement Plan 2026-27

<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>
PLAN 5 – Staff Leadership / Pupil Leadership	The following staff leadership groups will be established in all schools: • Headstart Motor Skills (PSA) • Digital Schools Award / Digital Leaders (pupil) • Library Leadership (pupil) • Gardening Group	By end term 1 Operational in term 4	Targeted pupil will attend motor skills groups. Baseline assessment carried out pre and post session to show development. Impact measure tool to be used to track progress. We will work towards accreditation of Digital Skills Award. Pupils will organise World Book day events and reading culture events in schools.		
PLAN 6 – Approaches to Self-Evaluation We will know the impact of our school improvements because we will involve pupils, parents and staff in our self-evaluation approaches.	Connections Box will be established in all classes.	Start of Term 1	Teachers will teach pupils who to use these boxes to share thoughts/ feelings/ tricky learning.		
	Pupil Learning FBIs – Self-evaluation of Numeracy and H&WB will be evaluated by pupils using HGIOURS school.	Term 3 – Numeracy Clarie K DHT Term 4 – H&WB Claire McN DHT	Pupils will lead SE activity across classes and extend to other school visits. To what extent are our new approaches to numeracy teaching leading to increased pupil engagement and attainment? To what extent are our approaches to H&WB supporting pupils wellbeing?		
	Parents Evening Annual Parent Survey issued via pupil digital leaders.	Term 2 Oct 2026 Term 3	Parent engagement response rates will increase.		

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	Parent / Pupil Learning Together Event planned Term 3 – focus Numeracy. SE activity planned. Numeracy theme. Monthly random parent self-evaluation issued – You saidwe listened response format shared as appropriate. Staff Impact Measure Tool will be used to measure staff leadership projects.	Week 15/2/27 Ongoing across year / monthly starting term 2 Oct 26			
		Term 3 INSET May 27			

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School/EYC Improvement Plan 2026-27

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:			Allison Conner		
Carry forward:		Total Allocation:	£18,569	Total:	£18,569

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?
Health and Wellbeing Emotional Regulation for identified pupils	Additional planned experiences to support emotional and mental wellbeing e.g. intergenerational project, art sessions.	Staffing Employ PSA 5.5hrs Broddick PS	March 26 - March 27	£4,780		
Literacy and numeracy attainment	Learner experiences will be enhanced through engagement in high quality digital technology apps.	Subscriptions Fees IDL Seesaw TTRockstars White Rose Maths		£5,700		
	Class environments will support learner needs. Pupils will be supported in numeracy learning	<u>Resources</u> USB Mood Lighting Science of Reading Books 10 Minute Boxes		£4000		

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	through use of available manipulatives.	Maths manipulatives Outdoor learning resources				
Digital technology access for all learners	Learners will be able to access technology through use of reliable technology.	8 laptops	Term 1 Sept 2016	8 x£500= £4,000		