



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

**Education Service**

# **Dreghorn Primary School, Early Years Class and ESR**

**Improvement Plan**



## Vision, Values and Aims

### Vision

At Dreghorn Primary we ensure the children are working within a safe, secure and caring environment. We aim to provide all pupils with the highest quality learning experiences where they feel happy, motivated and confident to enable them to realise their full potential. This will lead to excellence and quality in their education.

### Values

In session 2022-2023, we reviewed our values with all stakeholders, including pupils, staff, parents and outside partners. In reviewing the values we have chosen 4 that mean the most to us as a school. These are **Achievement, Nurture, Respect** and **Responsibility**. This session we will be exploring them further to develop what they mean to us as a school.

### Aims

Our aims at Dreghorn Primary are:

- To enthuse learners through high quality learning and teaching experiences and encourage them to think for themselves.
- To enable our children to become ambitious and motivated lifelong learners with a passion to succeed.
- Celebrate all our achievements.
- To be safe, healthy, active, nurtured, achieving, respected, responsible and included so that we get it right for every child.
- Behave respectfully towards each other.
- To support and inform our parents so that they can work in partnership to help their child be ambitious and achieve success.
- To develop partnerships between staff, parents and the wider community which promotes a positive ethos.

The staff and pupils at Dreghorn strive to be the best that we can be. We have begun a journey of self-evaluation and improvement and are becoming more aware of where the need for improvement is. Through continued partnership working with outside agencies and parents and carers we hope to continue to build upon our good practice and develop Dreghorn Primary further to become the 'best that it can be'.

### 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.



# NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

## School/EYC Improvement Plan 2025-26

### PRIORITY 1

#### Strategic Objective:

To Raise attainment in Literacy by improving skills in reading, spelling and writing.

#### Select the KEY drivers for this improvement priority

| <u>Education Service Priority</u><br><i>Please select the relevant service priorities</i>                                                                            | <u>NIF Drivers of Improvement</u><br><i>Please select up to three NIF drivers</i>         | <u>How Good Is Our School 4</u><br><i>Please select up to three quality indicators for this priority</i> | <u>Quality Improvement Framework for ELC settings</u><br><i>Please select up to three quality indicators for this priority</i> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| 1. Improvement in attainment, particularly literacy and numeracy<br>2. Closing the attainment gap between the most and least disadvantaged children and young people | 1. School & ELC leadership<br>5. School & ELC improvement<br>4. Curriculum and assessment | 2.3 Learning, teaching and assessment<br>2.2 Curriculum<br>3.2 Raising attainment and achievement        | 4.3 Children's progress<br>Curriculum<br>3.3 Learning, teaching and assessment                                                 |

#### Rationale for Change

Whilst there have been improvements across all aspects of literacy this session, we are still below the NAC stretch aim in Primary 4. Literacy attainment has increased this session in almost all stages. Primary 4 and Primary 7 have seen a dip in writing attainment. Our Data for last session is as follows:

|           | Listening and Talking | Reading | Writing | Numeracy |
|-----------|-----------------------|---------|---------|----------|
| Primary 1 | 96%                   | 88%     | 88%     | 88%      |
| Primary 4 | 100%                  | 96%     | 69%     | 83%      |
| Primary 7 | 92%                   | 92%     | 76%     | 81%      |

Due to this, there needs to be a focus around the teaching of writing and spelling, and also the assessment of this.

# NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

## School/EYC Improvement Plan 2025-26

| PRIORITY 1: Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                             |                                               |
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| Pupil Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Implementation Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Timescales/<br>Responsibility                                                                                                                | Measurement of Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Analysis & Evaluation of Progress                                                                                                           | Cost<br>(PEF)                                 |
| <i>Specifically, what will change for our learners?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <i>How will we achieve this?<br/>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 &amp; outcomes for learners have improved? What does the data tell us which demonstrates impact?</i> | <i>Please enter the cost to the nearest £</i> |
| <p>Children will experience high quality learning experiences in literacy across the school.</p> <p>Children's attainment will rise and data will show they are making progress.</p> <p>Children will be able to apply spelling rules to all forms of writing.</p> <p>Pupils will confidently work more collaboratively and support each other in new learning.</p> <p>There will be a clear rationale for the school's approach to reading, including whole school and class expectations, which will result in consistency of practice for pupils.</p> <p>Pupils will report an increase in confidence in their reading, using listening and talking skills to improve reading strategies which will help them to understand, analyse and evaluate texts.</p> | <p>To improve learning and teaching by:</p> <ul style="list-style-type: none"> <li>➤ Ensuring tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for learners- collegiate session recap.</li> <li>➤ New curriculum pathways to support a consistent approach to teaching phonics, spelling and grammar across the school.</li> <li>➤ Synthetic Phonics Progression planner to be implemented up to P4.</li> <li>➤ Further develop approaches to writing moderation in order to develop staff confidence.</li> </ul> | <p>Term 1 Mrs Dickson</p> <p>Spelling Working Party – Term 1-4</p> <p>Spelling Working Party – Term1-4</p> <p>Depute Head Teacher – T1-4</p> | <ul style="list-style-type: none"> <li>• Diagnostic and baseline assessments for all stages will be utilised 3 times per year and progression will be monitored and discussed at tracking/data meetings.</li> <li>• SNSA data will show improvement in attainment and support teacher professional judgement in CfE data.</li> <li>• CfE attainment will increase at all stages.</li> <li>• There will be an increase in NGST assessment results.</li> <li>• Almost all pupils from P1/4/7 will demonstrate increased understanding, confidence and application of spelling and reading.</li> <li>• Pre and post assessment will show increase in children's confidence and engagement with reading.</li> </ul> |                                                                                                                                             |                                               |

## NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

### School/EYC Improvement Plan 2025-26

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| Children will have the opportunity for progressive experiences with depth of learning with appropriate challenge and support. | <ul style="list-style-type: none"> <li>➤ All classes will incorporate 20 minutes of 'free writing' each week.</li> <li>➤ Literacy working parties will focus on the development of spelling, phonics and writing.</li> <li>➤ SfL teacher will team teach writing to ensure progress</li> <li>➤ Develop High Quality assessments to support teacher judgements.</li> </ul> | <p>Class Teachers<br/>Term 1-4</p> <p>Term 1-4</p> <p>Term1-4</p> <p>Writing working party T1-4</p> |                                                                                                                                                                                                                                                               |  | 72,000<br>SfL<br>teacher |
| Children who have been flagged for Dyslexia are identified and supported in their learning.                                   | <ul style="list-style-type: none"> <li>➤ Introduce a toolkit to support pupils with Dyslexia and literacy difficulties.</li> <li>➤ Targeted Support Teacher to provide intervention.</li> <li>➤ Those who have been identified as dyslexic learners will be tracked by ASN coordinator and target support teacher.</li> </ul>                                             | <p>Targeted Support Teacher with Mr Cameron-Longden – Term1</p>                                     | <ul style="list-style-type: none"> <li>• Literacy CfE attainment data will increase at all stages.</li> <li>• Targeted intervention data will show positive impact.</li> </ul>                                                                                |  |                          |
| Parents/Carers will be able to better support pupil progress in reading, writing, spelling, listening and talking.            | <ul style="list-style-type: none"> <li>➤ Family learning activities related to literacy will be shared via information leaflets, parent sessions, videos and the school social media.</li> </ul>                                                                                                                                                                          | <p>Mrs Dickson and Mr Cameron-Longden – Term1-4</p>                                                 | <ul style="list-style-type: none"> <li>• Increased parent/carers engagement in literacy – Learning Cafes, parent information/training sessions.</li> <li>• Parent/carers survey data will show increased confidence in supporting their child with</li> </ul> |  |                          |

## NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

### School/EYC Improvement Plan 2025-26

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|                                                                                                                                                                                                                                                                                                                                                               | ➤ Introduce 'How to Support Your Child' area for parents to access supports via school website.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Mr Cameron-Longden – Term 1-4                                                                                                                                                                                 | their literacy skills– (pre/post x2 sessions).                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |
| <p>Children will develop an enthusiasm for reading.</p> <p>There will be increased pupil engagement with new texts and e-books available for use at school and at home.</p> <p>Pupils will have more opportunities to read; DEAR time, ERIC, Reading Buddies, Class libraries and enriched literacy environments will promote a positive reading culture.</p> | <ul style="list-style-type: none"> <li>➤ Continue to promote a culture of reading for enjoyment across the school by modelling reading in class, celebrating reading at assemblies, and promoting opportunities for reading around the school.</li> <li>➤ Introduce author focus and book sharing at assembly.</li> <li>➤ 5 minute ERIC time re-introduced across the school.</li> <li>➤ Kindles to be added to school library to increase reading accessibility.</li> <li>➤ Children will be educated on choosing books appropriate to their reading band.</li> <li>➤ Library club will be re-established during lunches.</li> <li>➤ Introduce outdoor library for children to access throughout breaks.</li> </ul> | <p>Class Teachers from Term1</p> <p>Management Term – Term1-4</p> <p>Class Teachers</p> <p>Mr Cameron-Longden – Term 1</p> <p>Class Teachers</p> <p>Mrs Dickson – Term1</p> <p>Mr Cameron-Longden – Term1</p> | <ul style="list-style-type: none"> <li>• A range of pupil evidence e.g. Learning walks, classroom observations, pupil's views, planning tracking and monitoring and staged intervention plans, showing increased engagement and enthusiasm for reading and an improved reading culture across the school where all children have access to reading materials.</li> <li>• Pre-Post survey data based on reading engagement-Forms P3-P7.</li> </ul> |  |  |

## NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

### School/EYC Improvement Plan 2025-26

#### PRIORITY 2

##### Strategic Objective:

To ensure consistency of high quality teaching and learning across Dreghorn Primary School, Early Years Class and ESR.

##### Select the KEY drivers for this improvement priority

| <b>Education Service Priority</b><br><i>Please select the relevant service priorities</i>                                                                                   | <b>NIF Drivers of Improvement</b><br><i>Please select up to three NIF drivers</i>                       | <b>How Good Is Our School 4</b><br><i>Please select up to three quality indicators for this priority</i> | <b>Quality Improvement Framework for ELC settings</b><br><i>Please select up to three quality indicators for this priority</i> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| 5. Placing human rights and needs of every child and young person at the centre of education<br>3. Improvement in skills and sustained, positive school-leaver destinations | 1. School & ELC leadership<br>3. Parent/carer involvement and engagement<br>5. School & ELC improvement | 1.2 Leadership of Learning<br>2.4 Personalised support<br>3.2 Raising attainment and achievement         | 4.2 Wellbeing, inclusion and equality<br>1.3 Leadership of continuous improvement<br>4.1 Nurturing care and support            |

##### Rationale for Change

While our attainment is improving, there are still gaps in Primary 4 and Primary 7 attainment. A recent review provided clear evidence highlighting the need to review the pace and challenge within lessons to better meet the diverse needs of our learners. By focusing on developing staff expertise, using evidence-based strategies, and fostering a culture of collaboration and reflection, we aim to build professional capacity and deliver consistently excellent learning experiences across the school.

# NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

## School/EYC Improvement Plan 2025-26

### PRIORITY 2: Action Plan

| Pupil Outcomes                                                                                     | Implementation Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Timescales/<br>Responsibility                                                                                                                                                         | Measurement of Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Analysis & Evaluation of Progress                                                                                                           | Cost<br>(PEF)                                 |
|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| <i>Specifically, what will change for our learners?</i>                                            | <i>How will we achieve this?<br/>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 &amp; 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 experience a curriculum that is rich in Digital Literacy and Learning opportunities. | <ul style="list-style-type: none"> <li>➤ Teachers will explore the new NAC digital strategy to identify innovative ways to incorporate it into the classroom.</li> <li>➤ A class committee will focus on leading digital literacy across the school.</li> <li>➤ Digital skills will be taught by class teachers, ensuring integration throughout the curriculum rather than by NCCT.</li> <li>➤ Digital Leaders at all levels will be appointed to guide and assess the progress of digital initiatives across the school.</li> <li>➤ Learning Journals will be introduced in the ESR and Early Years classes.</li> </ul> | <p>Class Teachers.<br/>Collegiate used for training.</p> <p>Allocated class.</p> <p>Class Teachers</p> <p>Class Committee</p> <p>Mr Cameron-Longden and Miss Gaetano<br/>Term 1-4</p> | <ul style="list-style-type: none"> <li>• Learner questionnaires will show an increase in: the frequency of Digital Technologies being used in the classroom; students' awareness of the skills they are learning and their purpose; and a rise in the percentage of learners who report that learning is enjoyable and engaging.</li> <li>• The integration of Digital Technologies will be visible during classroom observations, learning walks, and on displays across the school.</li> <li>• Digital leaders at all levels within the school will demonstrate confidence when discussing ongoing initiatives.</li> </ul> |                                                                                                                                             |                                               |

## School/EYC Improvement Plan 2025-26

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| <p>Learners will have opportunities to lead learning through:</p> | ➤ Conduct the Education Scotland Self-evaluation on Recognising and Realising Children's Rights in Primary and Early Years and create an action plan for implementation. | Mrs Brown– Term 1                      | • Children will be empowered to know their rights                                                                   |  |  |
|                                                                   | ➤ Establish a consistent approach to the creation and implementation of Class Charters, including regular reviews.                                                       | Mrs Brown- Term1                       | • Pupil voice will be encouraged, providing more opportunities for leadership of learning.                          |  |  |
|                                                                   | ➤ Introduce a whole school charter that incorporates the school values.                                                                                                  | Mrs Brown– Term1                       | • Through Quality assurance, children will be observed leading learning.                                            |  |  |
|                                                                   | ➤ Continue the work of the Rights Respecting Committee.                                                                                                                  |                                        | • HGIOURS questionnaires will show that children feel empowered in their class and that their voice is listened to. |  |  |
|                                                                   | ➤ Ensure that focus on Rights Articles is integrated into weekly lessons and assemblies.                                                                                 | Mrs Brown and Class Teacher – Term 1-4 | • Parents will engage with the 'right for the month' on social media.                                               |  |  |
|                                                                   | ➤ Plan, implement, and assess Rights Focus Weeks in collaboration with the entire school community.                                                                      | Class teachers                         |                                                                                                                     |  |  |
|                                                                   | ➤ Enhance the school community's understanding of children's rights.                                                                                                     | Mrs Brown – T1                         |                                                                                                                     |  |  |
|                                                                   |                                                                                                                                                                          | Mrs Brown and Class                    |                                                                                                                     |  |  |

## NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

### School/EYC Improvement Plan 2025-26

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|                                                                                                    | <ul style="list-style-type: none"> <li>➤ Host an accreditation visit for Silver Award.</li> <li>➤ Engage the whole school community in consultations to support the development of the rights respecting journey.</li> <li>➤ All classes to work towards and accredited award to provide them opportunities for ownership in the school.</li> <li>➤ Introduce <b>Class</b> Committees including EYC: <ul style="list-style-type: none"> <li>-RSPB</li> <li>-Gardening</li> <li>-Eco-Schools</li> <li>-Rights Respecting Schools</li> </ul> </li> </ul> | <p>Committee – Term 1-4</p> <p>Mrs Brown – Term4</p> <p>Mrs Brown – Term1-4</p>     |                                                                                                                                                                                                                                                                                                                                           |  |  |
| <p><u>ESR Priority</u></p> <p>All learners will experience high quality teaching and learning.</p> | <ul style="list-style-type: none"> <li>➤ Develop a new quality assurance calendar to ensure our teaching and learning is effective consistent and continuously improving.</li> <li>➤ Establish a consistent approach to teaching and learning.</li> <li>➤ Develop a new Curriculum Rationale in-line with our school ethos and values, in</li> </ul>                                                                                                                                                                                                   | <p>Mrs Dickson Term1</p> <p>Mrs Dickson, Miss McIntosh and Miss Gaetano Term1-4</p> | <ul style="list-style-type: none"> <li>• Children will have individualised plans.</li> <li>• All staff will be aware of children's targets.</li> <li>• Quality Assurance Visits- Observations will show consistency of approaches</li> <li>• High level messages from Peer Observations will show improvements and next steps.</li> </ul> |  |  |



## NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

### School/EYC Improvement Plan 2025-26

#### Strategic Objective:

To meet the needs of all learners, in order to raise attainment.

#### Select the KEY drivers for this improvement priority

| <u>Education Service Priority</u><br><i>Please select the relevant service priorities</i>                                              | <u>NIF Drivers of Improvement</u><br><i>Please select up to three NIF drivers</i>                           | <u>How Good Is Our School 4</u><br><i>Please select up to three quality indicators for this priority</i>            | <u>Quality Improvement Framework for ELC settings</u><br><i>Please select up to three quality indicators for this priority</i> |
|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| 1. Improvement in attainment, particularly literacy and numeracy<br>4. Improvement in children and young people's health and wellbeing | 2. Teaching and practitioner professionalism<br>4. Curriculum and assessment<br>5. School & ELC improvement | 2.1 Safeguarding and child protection<br>2.4 Personalised support<br>3.1 Ensuring wellbeing, equality and inclusion | 4.1 Nurturing care and support<br>4.4 Safeguarding and child protection<br>4.2 Wellbeing, inclusion and equality               |

#### Rationale for Change

Our school community is changing, and this means we need to review how we support positive relationships and manage behaviour to make sure we are meeting the needs of all our pupils.

We also focus on setting clear, personalized targets for each child through carefully planned support steps. By regularly checking and updating these plans, we can make sure every child gets the help they need to grow and succeed. This was identified as an important area to improve in last year's quality assurance review, and we are committed to making continued progress.

### PRIORITY 3: Action Plan

## NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

### School/EYC Improvement Plan 2025-26

| Pupil Outcomes                                                                                                                                      | Implementation Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Timescales/<br>Responsibility                                                                                                         | Measurement of Impact                                                                                                                                                                                                                                 | Analysis & Evaluation of Progress                                                                                                           | Cost<br>(PEF)                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| <i>Specifically, what will change for our learners?</i>                                                                                             | <i>How will we achieve this?<br/>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 &amp; outcomes for learners have improved? What does the data tell us which demonstrates impact?</i> | <i>Please enter the cost to the nearest £</i> |
| There will be a consistent approach to promoting positive behaviour across the school and children will have a clear understanding of expectations. | <ul style="list-style-type: none"> <li>➤ Staff, parent and pupil consultation to review current procedures and identify and changes required.</li> <li>➤ Staff training on Positive Behaviour Support Planning.</li> <li>➤ There will be a review of protocols for managing dysregulated behaviours.</li> <li>➤ Review of regulation routines and walkie talkie protocol.</li> <li>➤ CALM physical intervention update for all trained staff.</li> <li>➤ Working Party to develop Positive Relationships Policy based on Staff, Parent and Pupil feedback.</li> </ul> | <p>Working Party</p> <p>Term2 Miss McIntosh and Miss Gaetano</p> <p>Mrs Dickson-Term1</p> <p>Term 1</p> <p>Working Party Term 1-4</p> | <ul style="list-style-type: none"> <li>• Staff, Parents and Pupils questionnaires will show shared understanding (pre and post).</li> <li>• There will be a reduction in Assure incidents due to a consistency in how we manage behaviour.</li> </ul> |                                                                                                                                             | 72,265                                        |

## NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

### School/EYC Improvement Plan 2025-26

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| <p>Quality Assurance of Staged Intervention will be reviewed to ensure effective, consistent approaches.</p> <p>Children's needs will be met through effective interventions</p> | <ul style="list-style-type: none"> <li>➤ All Staged Intervention Paperwork will be shared with Pupils, Parents and Carers.</li> <li>➤ An annual calendar for staged intervention paperwork and TAC meetings will be created.</li> <li>➤ A new consistency guide for Staged Intervention will be created.</li> <li>➤ Staged Intervention Paperwork will be sampled during tracking meetings.</li> <li>➤ Staff will undertake training on SMART targets and how to evaluate these effectively.</li> <li>➤ Clear guidance on the format for TAC meetings will be created.</li> </ul> | <p>Mr Cameron-Longden</p> <p>Mr Cameron-Longden</p> <p>Mr Cameron-Longden</p> <p>Mr Cameron-Longden , Miss McIntosh &amp; Mrs Dickson</p> <p>Mr Cameron-Longden, Miss McIntosh, Miss Gaetano</p> | <ul style="list-style-type: none"> <li>• Parents and Carers will be involved in their child's learning.</li> <li>• Children will have SMART targets that are achievable.</li> <li>• Target Data will show that targets have been achieved, proving that target setting is effective.</li> <li>• Parent Views gathered will show that they are involved in their children's learning.</li> <li>• SMART Target training materials will show a consistency in target setting.</li> </ul> |  |  |
| <p>Children's needs will be met through effective interventions</p>                                                                                                              | <ul style="list-style-type: none"> <li>➤ The DHT office will be transformed into the Nook which will be a room that may be used to deliver specific interventions such as nurture.</li> <li>➤ Kitbag sessions will be delivered to those requiring emotional support</li> </ul>                                                                                                                                                                                                                                                                                                   | <p>Mrs Dickson<br/>Term1</p> <p>Mrs McCulloch<br/>Term 1&amp; 2</p>                                                                                                                              | <ul style="list-style-type: none"> <li>• Pre and post questionnaires will show that children feel able to talk about their emotions.</li> <li>• Staff feedback from session will show that they found the session valuable.</li> </ul>                                                                                                                                                                                                                                                |  |  |

## NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

### School/EYC Improvement Plan 2025-26

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|  | ➤ Targetted Support<br>Teacher will deliver<br>Kitbag session to Staff. |  |  |  |  |
|--|-------------------------------------------------------------------------|--|--|--|--|

## NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

### School/EYC Improvement Plan 2025-26

This should only be completed for aspects of your PEF spend not included within your Improvement Plan priorities.

|                                                                  |             |                          |        |                      |
|------------------------------------------------------------------|-------------|--------------------------|--------|----------------------|
| <b>PEF contact - HT or DHT with responsibility for the plan:</b> |             | Hayley Dickson           |        |                      |
| <b>Carry forward:</b>                                            | <b>£118</b> | <b>Total Allocation:</b> | £74725 | <b>Total:</b> £74843 |

| PEF Action Plan                                                                                                                                                                                                              |                                                                                                                                                        |                                                                                                                                                             |                                                                              |                                                            |                                                                                                                                                                                                                                                                        |                                                                                                                                                                             |
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| Poverty Related Gap                                                                                                                                                                                                          | Pupil Outcomes                                                                                                                                         | Implementation Plan                                                                                                                                         | Timescales/<br>Responsibility                                                | Detail of<br>Spend                                         | Measures of Impact                                                                                                                                                                                                                                                     | Analysis & Evaluation of<br>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?<br>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?<br>How well is evidence from self-evaluation analysed to improve pupil outcomes? How is the spend contributing to narrowing our attainment gap? |
| <p>Learners failing to achieve the 'all the time toolkit' in writing- lacking in basic grammar, punctuation and sentence structure.</p> <p>Learners who are lacking basic phonic awareness, causing barriers in writing.</p> | <p>Learners will have increased understanding of the skills of writing.</p> <p>Learners will have increased confidence when independently writing.</p> | <p>A team teaching writing slot for all classes.</p> <p>Small group writing sessions to target; punctuation, sentence structure and content of writing.</p> | Mrs Ligertwood – Support for Learning Teacher Ongoing throughout the session |                                                            | <p>Writing assessments will show an increase in benchmarks attained. PTE data will show improvements overtime. Broad General Education data will show an improvement.</p> <p>Intervention impact statements will detail effectiveness of interventions and impact.</p> |                                                                                                                                                                             |