

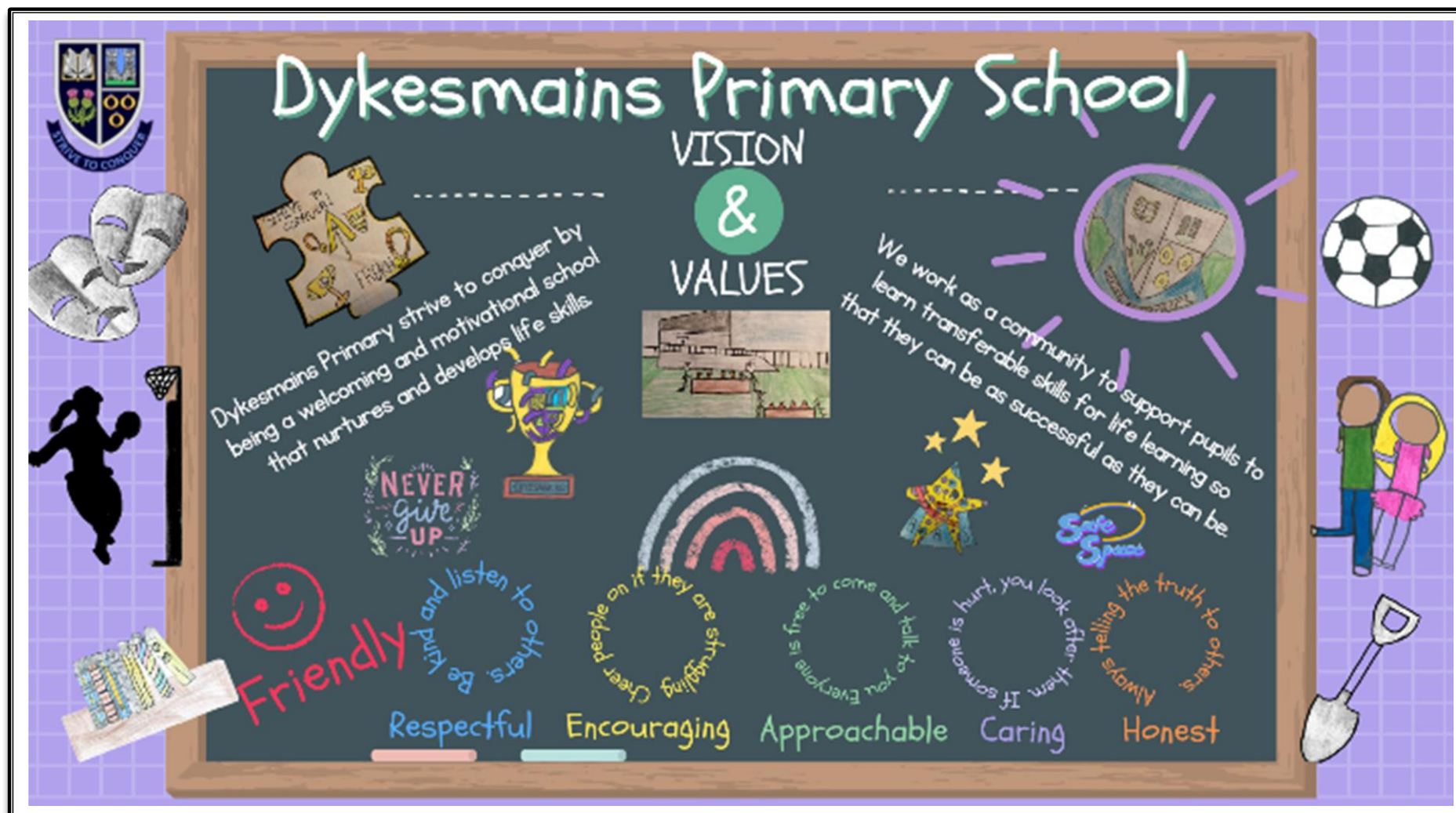


North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Service
Dykesmains Primary
Improvement Plan
2026-2027



Vision, Values and Aims



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

The Education Service Improvement Plan is organised under three main priorities. Individual establishments should create their own plan under these three priority areas, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the light blue show the thematic areas under each priority which the service intends to focus on in the year ahead.



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School/EYC Improvement Plan 2026-27

PRIORITY 1: Improving learning outcomes for all

Strategic Objective:

1. Maths - Through high quality professional learning and collaborative practice we will optimise learning outcomes for pupils through the introduction and development of research based pedagogical practices in Mathematics.
2. LFS – Further develop and embed Learning for Sustainability by fostering a learning environment that inspires and empowers every learner to lead positive change and develop sustainable thinking.

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 2. Closing the attainment gap between the most and least disadvantaged children and young people	2. Teaching and practitioner professionalism 4. Curriculum and assessment Choose an item.	2.2 Curriculum 1.2 Leadership of Learning 2.3 Learning, teaching and assessment	Choose an item. Choose an item. Choose an item.

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Rationale for Change

1. Mathematics - Analysis of data shows that learners would benefit from further opportunities to develop mathematical reasoning, particularly in problem-solving, visualisation and applying concepts across contexts. Self-evaluation evidence including observations, learner voice and moderation activities highlights limited opportunities for the development of higher-order skills and for developing spatial reasoning. Key barriers include challenges in engaging targeted learners to apply mathematical learning in unfamiliar contexts. Staff have highlighted that they would like the opportunity to develop further their understanding of effective approaches and have access to research informed strategies to develop their skills further in this area. The STEM SPACE project will strengthen pedagogy by developing spatial reasoning as a foundation for improved mathematical thinking.

2. LFS – Enable pupils to contribute to a sustainable future in line with UN Sustainable Goals and the Scottish Government Target 2030 - movement for people, planet and prosperity action plan. Analysis of data and self-evaluation activities have identified making better use of our outdoor learning environment as a next step to positively impact pupil experiences and encourage sustainable thinking. A PEF spend of £2500 is allocated to this.

PRIORITY 1: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
1. Learners 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 P4-P7, embedding them within existing numeracy planning to explicitly develop learners' spatial	Aug-Dec 2026 All P4-P7 teachers will participate and lead the	The University of Glasgow will provide comprehensive baseline and post-intervention data through pre- and post-assessments, measuring improvements in mathematical		

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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.	reasoning and mathematical thinking. 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. Monitor and evaluate impact through engaging fully with assessments provided by the UoG and the data that comes from it.	initiative in their own class	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. Additional school-level evidence (e.g. class assessments, learner voice and observations) will triangulate findings and confirm increased confidence, engagement and application of mathematical reasoning.		
2. Through the rich stimulus of outdoor learning pupils will have opportunities to further develop sustainable thinking and be empowered to lead change.	Newly developed LfS progression planners in use by staff and learning planned into weekly planning.	All staff to use progression planners	Baseline from NA LFS policy section RAG – post RAG to be completed in march 2027		PEF spend of £2500

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Learners will benefit from staff using skills from prior and planned CLPL ensuring learning is impactful and inspiring.	Activities/learning in line with NA LfS Policy	LTL and lead LFS in own classes	Pre and post questionnaires for teachers and pupils to measure impact of input on lessons.		
	Grab and go boxes created by staff will enable access to materials to ensure learning is impactful and inspiring.		Teacher to teacher observations to share good practice.		
	Outdoor clothing purchased and set up for ease of accessibility to enable time outside for planned learning all year round.		Termly staff evaluations will evidence engagement and reflection on outdoor learning.		
	Garden focus development enhanced by partnership working with Tim Dreyer.		Community events will inform and involve parents and community partners.		
	Fire pit training for staff		Eco-Schools Scotland environmental review and draft action plan 2025-2027 will evidence improvements and actions for 11th Eco Flag.		

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PRIORITY 2: Supporting needs, wellbeing, equality and inclusion

Strategic Objective:

We will develop and embed New Authority as a universal, whole-school approach informed by the principles of Building Positive Relationships (BPR). This programme forms an important aspect of North Ayrshire's Relationships and Behaviour Policy from 2026 onwards. This priority will support a consistent, relational response to behaviour across the establishment, with a focus on strengthening adult presence, reducing escalation, and promoting repair and connection.

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>
4. Improvement in children and young people's health and wellbeing 5. Placing human rights and needs of every child and young person at the centre of education	2. Teaching and practitioner professionalism 5. School & ELC improvement Choose an item.	3.1 Ensuring wellbeing, equality and inclusion Choose an item. Choose an item.	Choose an item. Choose an item. Choose an item.

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Rationale for Change

As a school we have been building a consistent approach to responding to children's behaviour. New Authority will refresh and enhance current practice and ensure there is consistency of approach with all staff including 4 new PSA's. BPR recognises the importance of adult self-control, calm presence, and reflective practice in helping to de-escalate situations and maintain positive relationships across the school community.

The approach is rooted in the principles of resist, persist, unite and repair. It aims to support teams to respond consistently and collaboratively, ensuring that relationships and behaviour are understood within a context and that relationships remain central to all interactions. This is particularly important in creating a safe, predictable, and supportive environments for all learners.

PRIORITY 2: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Strengthen consistent and relational practice across the school.	Deliver professional learning on BPR and the principles of New Authority. Work in partnership with families and other professionals where appropriate.	November Training Led by DHT and TST All staff November to June	Greater staff confidence and consistency in approach as measured. Progress will be monitored through staff feedback, pupil voice, observation of practice, and review of behaviour and wellbeing information. This will help evaluate the extent to		

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Increase staff confidence in responding to children's behaviour. Reduce escalation and reactive responses. Support pupils to feel safe, understood, and regulated Promote timely repair and restoration of relationships.	Develop shared language and expectations across staff. Using training materials. Support reflective discussion and attend coaching around relational practice. Using training materials. Embed consistent strategies for de-escalation, self-regulation, and repair. Using training materials Utilise resources provided to support embedding New Authority, for example the Solution Orientated	which BPR is contributing to a more consistent, relational, and supportive school environment. PASS survey results, wellbeing data and any other measure used by your establishment Improved relationships between staff and pupils as measured by staff self evaluation, observations, pupil feedback and survey results. Reduced incidents of escalation measured as above More effective use of de-escalation and repair strategies. Positive feedback from staff, pupils, and families, gathered through questionnaires, professional dialogue, surveys		
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Learners are consistently taught expectations and experience relational and natural consequences when appropriate	Planning Sheet and the Reflective Log. Using the training materials. Engage in professional dialogue as a team – utilising the NAC resources provided		Use of rubric (see NAC resource)		
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PRIORITY 3: Building a self-improving service

Strategic Objective:

To build a self improving culture by encouraging leadership at all levels through cluster and cross cluster working and providing opportunities for involvement in the Curriculum Improvement Cycle.

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>
4. Improvement in children and young people's health and wellbeing 5. Placing human rights and needs of every child and young person at the centre of education	1. School & ELC leadership 3. Parent/carer involvement and engagement 5. School & ELC improvement	1.3 Leadership of change 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion	Choose an item. Choose an item. Choose an item.

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Rationale for Change

It is mandatory CLPL that staff are fully aware of, have a good understanding of and have opportunities to contribute to Scotland's ongoing Curriculum Improvement Cycle.

Cluster and cross Cluster opportunities for moderation will lead to improvements in teaching, learning and assessment.

PRIORITY 3: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Involvement in the CIC consultation will lead to the creation of a curriculum which is future focused in meeting the learning needs of all pupils.	Ensure opportunities for the engagement of staff in the staged implementation of the CIC.	Terms 2-4	Staff will have opportunities to engage in professional dialogue demonstrating an understanding of the CIC.		

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Engagement in moderation activities will positively impact learners by leading to more effective learning. Teaching and assessment.	Staff collegiate opportunities for moderation within the cluster and opportunities offered for cross cluster engagement with colleagues.	October-May Class Teachers	Staff feedback and professional dialogue		

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

PEF contact - HT or DHT with responsibility for the plan:		Elizabeth Gribben		
Carry forward:	£5754	Total Allocation:	£73440	Total: £79194

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?
Breakfast Club/Equality - Promoting Healthy Lifestyles	All pupils will be able to access a healthy breakfast. Reduce food poverty. Reduce absence and latecomings by providing a soft start for those experiencing anxiety attending school.	Provide a breakfast club that all pupils can have access to free of charge.	Available term time until March 2027. Led by Healthy Start workers and supported by office staff.	Three Healthy Start workers £13087.05 Food and resources £2000	Pupil voice will show readiness to learn. Data will show an improvement in attendance and latecomings for some pupils. Pupils with separation anxiety/school based anxiety will benefit from a soft start. Parent voice will show impact of support for food poverty, working families and school based anxiety.	

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Reducing the poverty related attainment gap	PSA time will support improvement in attainment.	Employ two PSA's to	March 2026-March 2027	I full time 27.5 hours and one part time PSA 16.5 hours employed through PEF Cost £42997.67	Data from interventions, PASS survey, attainment data and pupil voice will evidence improvement in attainment, pupil confidence and self esteem.	
Literacy Resources	Pupils will have access to literacy resources to improve attainment in reading. This will include a focus on comprehension and top up of decodable texts			£3000 Comprehension boxes P3-P7 Big Cat decodable texts P1-3	Data including SNSA's, GL's and intervention data will show improved attainment and confidence in reading.	
Digital	Software/licences	Enhance digital learning experiences for pupils.		£2500 spend on licences including Seesaw and Sumdog	Pupil skills improved and enhanced engagement of pupils.	
PT enhancement conservation				£6808.26		
Educational Resources still to be allocated				£6321		

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