



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Communities and Education Directorate

Enderbank Primary, Early Years, Supported Learning and Enhanced Deaf Provision

Improvement Plan

2023-2024



Our Vision, Values and Aims were reviewed in the session 2022-2023 and agreed by all stakeholders

Vision

At Elderbank we grow and learn together; learners, staff, families and our local community, in a culture of mutual respect to enable all to thrive and reach their full potential in an ever changing and challenging world.

Values

Building our school community is a work of **ART...**

Acceptance

Respect

Teamwork

Aims

To provide a fully inclusive, safe, welcoming and nurturing learning environment which encourages learners to take responsibility for their learning.

To encourage positive interactions and mutual respect.

To build a curriculum framework that recognises, supports and meets the needs of every child through appropriate, high quality active learning opportunities.

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: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

PRIORITY 1

Strategic Objective:

To improve digital technology skills across the school and early years to enable learners to transfer skills for learning, life and work and develop high quality moderation across the school and cluster.

Highlight your KEY drivers for this improvement priority

Service Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership & management of staff (practitioners)
- 1.5 Management of resources to promote equity

HGISO & HGISO ELC

Language specific to HGISOELC is in green

- 2.1 Safeguarding & Child Protection
- 2.2 Curriculum
- 2.3 Learning, teaching & assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing equality and inclusion
- 3.2 Raising attainment & achievement (Securing children's progress)
- 3.3 Increasing creativity and employability (Developing creativity and skills for life and learning)

NIF Drivers of Improvement

1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

- 1.1 Nurturing care and support
- 1.2 1.2 Children are safe and protected
- 1.3 Play and learning
- 1.4 Family engagement
- 1.5 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 2.1 Quality of the session for care, play and learning
- 2.2 Children's experience high quality facilities

- 3.1 Quality assurance and improvement are led well
- 3.2 Leadership of play and learning
- 3.3 Leadership and management of staff and resources

- 4.1 Staff skills, knowledge and values
- 4.2 Staff recruitment
- 4.3 Staff deployment

Rationale for Change

Data showed less than 3% of staff felt digital learning was integrated into our school day.

66% of staff did not know what our strategy for development was and 75% felt the school had not embraced new emergent technologies. Only 17 % responded that Additional Support Needs and inclusion of learners were being addressed 92% felt that there was no digital collaboration with other schools or agencies. Pupil Focus meetings highlighted an inconsistency in the use of digital technology to enhance learning, with a minority of pupils identifying how they can transfer digital technology skills across the curriculum.

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

PRIORITY 1: Progressive Digital Technology and Moderation					
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>
There will be a high quality digital learning experience for all pupils and therefore improved learning outcomes for all learners.	Forms Survey issued to all teaching staff to audit staff skills, perception and training needs and to inform a digital learning strategy.	Digital Learning Co-ordinator (DLC) and all staff 17.8.2023	More than 3% of staff will integrate digital learning in the school day. Classroom Observation Staff Peer Observations		
Pupils will have more consistent access to all aspects of digital technology, which will increase their confidence and skills across the curriculum.	Digital coordinators to collate information from audit, analyse, identify key trends and development	Cluster Digital Learning Co-ordinator 8/9/23	Audit will reveal individual developmental needs for all staff. This will inform courses offered across cluster.		
	Cluster Moderation Event All staff professional dialogue in stages. Discuss audit and identify area of need for upskilling /development.		Pre and post training evaluations to measure impact for staff. Pupil focus meeting dialogue to measure impact for pupils. Staff will be able to quantify the use of technology with learners.		
	Cluster Digital coordinators to collate information and plan workshops to meet the needs of the staff	Cluster DLC 24/11/2023 26/01/2023	Class observations to measure impact and increased use of digital technology across the school.		
	All cluster staff to participate in Digital Technology Workshops Cluster Digital Coordinators to deliver Staff Development Workshops	DLC All staff 13 th Feb 24			

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

	Cluster Moderation Session. All staff to engage in purposeful professional dialogue in stages. To moderate the use of technology and the quality of planned experiences for pupils.	All Primary Staff 24.05.2023	Staff professional dialogue Focus Meeting dialogue Staff evaluations of sessions Identification of good practice.		
	All staff to complete individual bespoke CLPL to address gaps in knowledge and to enable them to confidently deliver the programme Independent learning through planned PRD/CLPL	Individual Staff November 2023 – June 2024	Staff Focus Group meetings will reveal enhanced skills of staff and increased opportunities for digital learning across the curriculum for learners. PRD overview of targets		
	Staff CLPL to be delivered by Ros Lee as part of the Professional Learning Academy partnership	9/11/2023-16/01/2024			
	The digital skills progression pathway to be reviewed, updated and issued to staff following consultation. This is to be used by all staff to ensure a clear pathway for all learners.	Miss Neill Working Party members September – November 2023	Planning review as part of Focus Meetings will evidence a clear progression is being planned for all learners.		
Children with additional support needs will have increased opportunities to use and maintain appropriate personal technology.	Staff will plan purposeful opportunities for children and parents to have access to technology. EDP staff and Supported Learning staff will offer workshops for parents and carers to encourage positive routines to maintain and use technology effectively.	Mrs Bain Mr Strang Supported Learning EYPS Supported Learning Class Teachers	Observation of pupil engagement with technology Individual records for pupil maintenance of technology to monitor use and pupil confidence. Parental engagement participation numbers.		

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

PRIORITY 1A: Action Plan (Early Years)

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>
Children's use of digital technologies will enhance, deepen and personalise play and learning across the curriculum.	<p>Develop a clear rationale for developing children's skills in using and exploring digital technologies including staying safe online.</p> <p>Digital learning opportunities will be embedded into daily practice to enhance learning in a natural and responsive way, enhancing their knowledge and understanding linked to their interests and in response to spontaneous play.</p>	<p>Terms 1-2 G. Carruthers</p> <p>Term 4 J. Auld G Carruthers R Gilfillan</p>	<p>Production of a rationale and policy for development of digital skills will ensure a consistent approach across the EY environment.</p> <p>Playroom observations will show practitioners are utilising digital technologies to develop skills through play experiences.</p>		
Children will develop problem solving skills using new opportunities in digital technologies. They will become confident in making choices and decisions about solving problems and use digital technologies to enrich their play and learning. They will recognise a range of everyday technologies and develop an understanding of how they work.	<p>Regular opportunities will be provided for children to use a range of technology resources in a purposeful and meaningful way. Including the use of:</p> <p>-Book creator, QR Codes, programmable resources, Audio books, kitchen equipment etc.</p>	<p>Terms 1-4 J Auld G Carruthers R Gilfillan</p>	<p>Observations of children will show children applying their digital skills in their learning.</p> <p>Children will be able to talk about the technologies they use and demonstrate them in action.</p>		

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

PRIORITY 2

Strategic Objective: To improve the quality of learning targets for all children to support attainment and achievement.

Highlight your KEY drivers for this improvement priority

Service Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership & management of staff (practitioners)
- 1.5 Management of resources to promote equity

HGIOSO & HGIOS ELC

Language specific to HIGIOELC is in green

- 2.1 Safeguarding & Child Protection
- 2.2 Curriculum
- 2.3 Learning, teaching & assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing equality and inclusion
- 3.2 Raising attainment & achievement (Securing children's progress)
- 3.3 Increasing creativity and employability (Developing creativity and skills for life and learning)

NIF Drivers of Improvement

1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

- 1.6 Nurturing care and support
- 1.7 1.2 Children are safe and protected
- 1.8 Play and learning
- 1.9 Family engagement
- 1.10 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 2.1 Quality of the session for care, play and learning
- 2.2 Children's experience high quality facilities

- 3.1 Quality assurance and improvement are led well
- 3.2 Leadership of play and learning
- 3.3 Leadership and management of staff and resources

- 4.1 Staff skills, knowledge and values
- 4.2 Staff recruitment
- 4.3 Staff deployment

Rationale for Change

HGIOURS feedback revealed that pupils want to know what they are learning and why.

HGIOS Parent and Carer feedback revealed that parents wished targets to be shared through in class experiences.

HGIOS Self-Evaluation Staff feedback revealed that there is an inconsistency in target setting and sharing across the school. Staff require to develop their knowledge of setting quality targets.

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

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>
Pupils will be engaged in their learning and have increased ownership of their next steps in learning.	<p>Collegiate sessions to review expectations and good practice in Learning Intentions and Success Criteria.</p> <p>Working Party is established to lead a Practitioner Enquiry approach around effective target setting.</p> <p>All staff to be involved in Practitioner Enquiry.</p> <p>To collaborate with the PLA staff to establish a series of lessons focussing on the value of target setting for P1-7 including Supported Learning. Staff to promote the positive language of learning and encouragement of child led skills development.</p>	<p>Term 1 – Mrs Macfarlane in Miss Farrell’s absence</p> <p>Miss Farrell Class Teachers Term 2</p> <p>Term 3 and 4</p> <p>Miss Farrell PLA Staff Term 2 and 3</p> <p>All staff Term 3 and 4</p>	<p>Baseline Data from 2022-2023 – Classroom Observations</p> <p>2023 -2024 Lesson Observations with a focus on quality of Learning Intentions and Success Criteria Week Beginning 6th November 2023</p> <p>Gather pupil voice as part of Pupil Focus Groups Term 2</p> <p>Professional Dialogue as part of Teacher Focus Meeting – Term 3</p> <p>Evidence of impact of Professional Enquiry – Term 4 Tuesday 14th May 2024.</p>		Professional Reading Material £250

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

PRIORITY 2A: Action Plan (Early Years)

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>
Children with an identified support need will have a bespoke plan based on their individual communication needs which will provide more personalised learning experiences.	<p>All practitioners to participate in SCERTS training from L. Gaetano</p> <p>Collaboration sessions with EYIST to support practitioners in completing initial assessments and plans.</p> <p>New format for tracking attainment over time to be implemented to ensure appropriate data is gathered for children following individual milestones.</p>	<p>Term 1 J. Auld</p> <p>Terms 1-2 G. Carruthers</p> <p>Terms 3 – 4 R. Gilfillan</p>	<p>Pre and post confidence scale completed by practitioners will show an increase in confidence using SCERTS.</p> <p>Professional dialogue at focus meetings will show practitioners are more confident at planning for children who are following individual milestones.</p> <p>Observations and assessments will show progress in achievements of individual targets which will be documented on a data overview.</p>		£100 Professional Reading Materials

PRIORITY 3

Strategic Objective:

To continue to develop and embed opportunities for active pupil participation and leadership.

Highlight your KEY drivers for this improvement priority

Service Priorities

6. Improvement in attainment, particularly in literacy and numeracy
7. Closing the attainment gap between the most and least disadvantaged children and young people
8. Improvement in skills & sustained, positive school-leaver destinations for all young people.
9. Improvement in children & young people's health & wellbeing
10. Placing human rights & needs of every child & young person at the centre of education

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership & management of staff (practitioners)
- 1.5 Management of resources to promote equity

HGISO & HGISO ELC

Language specific to HGISOELC is in green

- 2.1 Safeguarding & Child Protection
- 2.2 Curriculum
- 2.3 Learning, teaching & assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing equality and inclusion
- 3.2 Raising attainment & achievement (Securing children's progress)
- 3.3 Increasing creativity and employability (Developing creativity and skills for life and learning)

NIF Drivers of Improvement

7. School & ELC Leadership
8. Teaching & Practitioner Professionalism
9. Parent/carer involvement & engagement
10. Curriculum & Assessment
11. School & ELC Improvement
12. Performance Information

- 1.11 Nurturing care and support
- 1.12 1.2 Children are safe and protected
- 1.13 Play and learning
- 1.14 Family engagement
- 1.15 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 2.1 Quality of the session for care, play and learning
- 2.2 Children's experience high quality facilities

- 3.1 Quality assurance and improvement are led well
- 3.2 Leadership of play and learning
- 3.3 Leadership and management of staff and resources

- 4.1 Staff skills, knowledge and values
- 4.2 Staff recruitment
- 4.3 Staff deployment

Rationale for Change

HGISO Self-Evaluation - Staff - Personalisation and Choice activities were positive experiences for almost all pupils in P4-7. Leadership skills and cross curricular skills were developed. This requires to be increased to include all children.

Class/peer observations reflect inconsistency in Pupil Participation and little evidence of pupil participation in planning the learning.

HGISO Pupil Feedback – Pupils expressed an interest in having more of a say in their learning.

HGISO Parent/Carer Feedback – Children enjoy Personalisation and Choice activities and would like more opportunities for such activities. Parents/carers would like more opportunities for pupils to be involved in leadership groups.

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

PRIORITY 3: Action Plan

To continue to develop and embed opportunities for pupil participation and leadership.

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Pupils will be consulted regularly and have a say in their learning and decisions which impact on them.	Training for staff to scaffold quality pupil planning sessions. Staff will explicitly plan for pupils to be involved in collaborative discussions to select a context for their learning in IDL with a focus on skills progression.	DHT - Mrs Macfarlane Terms 1 – 4 Training August 2023	Baseline data – evidence from HGIOS evaluation May 2023 HGIOURS evaluation May 2023. Focus Meeting discussions Pupil focus group discussions Evidence of planning incorporating pupil participation. Comparison to planning from 2022-2023		£2351
Pupils will have opportunities to suggest learning experiences and develop skills within learning experiences linked to their interests and skills for life and work. Pupils will develop skills in learning with a range of pupils across the school.	Creation of a calendar of personalisation and choice activities which focus on skills progression based on children need and interest. Staff to gather pupil views and skills focus to offer a menu of activities. Implementation to be on a purposeful phased basis starting with P4-7 Block 1 P4-7 Block 2 P3-7 Block 3 P1-7	DHT - Mrs Macfarlane Terms 1 – 4 Block 1 21 st September – 29 th November Block 2 24 th January -18 th March Block 3 24 th April – 12 th June	Baseline data - Personalisation and Choice Offer from 2022-2023 and evaluations Improvement Data – Personalisation and Choice Offer 2023-2024. Pupil evaluations Pupil focus group feedback Pupil Engagement data from staff		

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

	Primary 1 and 2 to have opportunities to build cross stage groups independently to build skills- and prepare pupil to integrate into multi stage personalisation and choice groups.	Mrs Macfarlane and Miss Auld October 2023 – March 2024	Evidence of Planning for pupil need		
All children in Primary 1-7 will be actively involved leading an element of school improvement and developing leadership skills.	<p>Staff collegiate session to agree best practice in developing a cross stage leadership group.</p> <p>Cross stage leadership groups to be set up with all pupils applying to be part of a leadership group.</p> <p>Staff will select a leadership group to co-ordinate.</p>	<p>Mrs Macfarlane September 2023</p> <p>Lead- Principal Teachers Class Teachers - Leadership Groups every 2 weeks from September 2023- June 2024</p>	<p>Baseline Data - HGIOURS evaluation from May 2023.</p> <p>School Displays and evidence of leadership from evaluations of work across the school and community.</p> <p>Evidence of increased purposeful opportunities to develop leadership skills in pupil evaluations</p>		
<p>Pupils in Supported Learning will develop skills in leadership and be involved in Pupil Leadership Groups within ESR.</p> <p>Pupils will have increased pupil voice in decisions which affect them.</p>	<p>Minimum of two staff collegiate sessions to develop staff confidence in leading leadership groups with children with additional support needs.</p> <p>Review of communication requirements of all pupils within each group.</p> <p>Staff will agree leadership groups and composition to meet the needs of learners.</p>	<p>Lead – Mrs Bain DHT September 2023</p> <p>September 2023 – June 2024.</p>	<p>Baseline Data – HGIOS evaluation May 2023,</p> <p>Leadership Group Planning and evaluation</p> <p>Record of achievements of each group</p> <p>HGIOS evaluations from stakeholders May 2024.</p>		

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

PRIORITY 3A: Action Plan (Early Years)

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>
Improved interactions with engaged practitioners who facilitate quality learning experiences based on children's interests.	<p>Practitioner enquiry model to be used to develop enhanced understanding of pedagogical approaches.</p> <p>Opportunities for staff development to include:</p> <p>Deirdre Grogan Play Pedagogy –2 identified EYPs to link with P1 & P2 staff for online sessions.</p> <p>Identified EYPs to feedforward to full EY Team</p> <p>Online Training opportunities</p> <p>Practitioners to visit identified establishments to observe good practice.</p> <p>Practitioner enquiry showcase</p>	<p>Terms 1-3 J. Auld, G. Carruthers & R. Gilfillan</p> <p>September 2023 J. Auld</p> <p>By end of Term 1</p> <p>Terms 1-3 G. Carruthers</p> <p>September In-service day R. Gilfillan</p> <p>April 2024 J. Auld</p>	<p>Practitioner confidence baseline pre and post enquiry will show an increased confidence in interactions through high quality learning experiences.</p> <p>Practitioner enquiry journal and showcase will highlight enhanced understanding of pedagogical approaches and confidence in delivering these approaches.</p> <p>Informal and formal observations will highlight positive changes in interactions for all practitioners and children.</p> <p>Professional dialogue will improve over time in relation to impact and identification of next steps in practitioner learning.</p>		<p>Travel costs to Falkirk £50</p> <p>Practitioner enquiry research materials £150</p>

PRIORITY 4

Strategic Objective:

To increase language acquisition by providing a contextualised programme appropriate to the needs of Deaf learners.

Highlight your KEY drivers for this improvement priority

Service Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership & management of staff (practitioners)
- 1.5 Management of resources to promote equity

HGISO & HGISO ELC

Language specific to HGISOELC is in green

- 2.1 Safeguarding & Child Protection
- 2.2 Curriculum
- 2.3 Learning, teaching & assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing equality and inclusion
- 3.2 Raising attainment & achievement (Securing children's progress)
- 3.3 Increasing creativity and employability (Developing creativity and skills for life and learning)

NIF Drivers of Improvement

1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

- 1.16 Nurturing care and support
- 1.17 1.2 Children are safe and protected
- 1.18 Play and learning
- 1.19 Family engagement
- 1.20 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 2.1 Quality of the session for care, play and learning
- 2.2 Children's experience high quality facilities

- 3.1 Quality assurance and improvement are led well
- 3.2 Leadership of play and learning
- 3.3 Leadership and management of staff and resources

- 4.1 Staff skills, knowledge and values
- 4.2 Staff recruitment
- 4.3 Staff deployment

Rationale for Change

The data obtained through standardised testing shows language acquisition of almost all learners is lower than an average peer with no hearing impairment.

Observations confirm that almost all learners rely on picture cues to identify objects or places as they do not have full understanding and acquisition of associated language.

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

PRIORITY 4: 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>
<p>Pupils will be able to experience high quality learning in context.</p> <p>Pupils will be actively involved in identifying their next steps in learning and the context for learning.</p> <p>Pupils will be able to communicate more confidently with all peers</p>	<p>Collegiate session for EDP staff to focus on relevant professional learning on why and how to learn in context for Deaf learners</p> <p>Consistency guide to be created to ensure agreement on key strategies and format. This will be reviewed termly in year 1 and annually thereafter.</p> <p>Weekly outdoor learning sessions or linked visits to be planned for all Deaf Learners to enhance language acquisition and equip learners to communicate with peers.</p> <p>Pupils will participate in weekly planning sessions of their learning using pictures as a stimulus</p> <p>Pupils will plan visits to their local community to share with peers and carers.</p>	<p>J Robertson HT L Montgomery Term 1</p> <p>J Quirk Term 1</p> <p>Teacher of the Deaf (ToD) – weekly</p> <p>ToD Weekly</p> <p>ToD – Every 4 weeks</p>	<p>Evidence from Pupil Focus Groups using photographs as a stimulus</p> <p>ACEL Data from June 2023 is a baseline.</p> <p>Initial baseline assessments to quantify language acquisition pre intervention</p> <p>Mid-point and post intervention formative assessments</p> <p>Almost all pupils will demonstrate an increase in language acquisition through observations and language assessments.</p> <p>Pupil evaluations will reflect increased pupil engagement</p>		<p>£100</p> <p>Overtime costs for training CAs</p>

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

	Looking outwards visits to other Deaf provisions on a termly basis.				
Pupils will become more confident in developing strategies to communicate and interact with the wider community.	Planned learning and visits to local schools (Deaf pupils' catchment area) to share Deaf Awareness information for the community.	J Robertson HT ToD	Pupil Voice Feedback Record of pupil experiences and skills developed.		

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

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:		GARETH CALDWELL (PT3) and JACQUELINE ROBERTSON (HT)		
Carry forward:	£9,248	Total Allocation:	£155,575	Total: £164,823

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?
Reduction of the social and emotional barriers, including aspects relating to anxiety, attachment, resilience and self-regulation.	Learners will have a more successful experience in the mainstream setting by developing the use of coping strategies.	Embed Nurture Principles within practice. Delivery of NAC Nurture Model Introduction of additional afternoon nurture groups Set SMART targets Provide suitable environment i.e. small group, 1:1 support, LIAM intervention Introduction and tracking of PEF pupil intervention	Mary Symonds Claire Stewart Andrea Salmon Ongoing across 3 years	CT: £18,439 0.8 FTE CT: £49,170 PT 1: £6,648 ASN CA: £6546.44 CA: £340.52	Entry and Exit data: Boxall Profile GMWP SDQ PEF Individual Pupil Profile	

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	<p>Pupils will experience a play based curriculum which in turn will increase motivation and engagement in their own learning. Children will experience an inquiry based approach to learning which allows for support, pace and challenge.</p> <p>Enhanced positive relationships (peer to peer and peer to staff). Pupil voice leads the learning experiences.</p>	<p>Engage in professional learning with Deirdre Grogan (Strathclyde University) to ensure effective play pedagogy is embedded.</p> <p>Provide learning experiences that match the interests and needs of the children. Effectively resource learning zones to promote learning through discovery, creativity and social contexts.</p>	<p>May 2023 – June 2024 J. Auld (DHT) P1 and P2 staff</p> <p>Ongoing J. Auld (DHT) P1 and P2 staff</p> <p>Ongoing J. Auld (DHT) P1 and P2 staff</p>	<p>£1600 – yearly support programme with face to face and online sessions. Showcase session to all school staff in May.</p> <p>£1000 – purchases to be identified.</p>	<p>Leuven scale</p> <p>Lead learner observations</p> <p>Professional judgement – pupil tracking and monitoring.</p> <p>High quality play checklist – linked to HGIOS 4 (PLA document).</p> <p>Environment audit</p> <p>Learning journey documented throughout the year – Book Creator</p>	
Reduce the poverty related attainment gap in literacy and numeracy	<p>Pupils will experience high quality, skills based, learning experiences in literacy and numeracy</p> <p>Pupils will demonstrate improved ability to apply key reading and numeracy strategies across learning and within real life contexts</p> <p>Learners will display increased confidence in their ability to articulate what they are learning, why they are learning it</p>	<p>Provide bespoke interventions in literacy and numeracy for identified pupils</p> <p>Collegiate sessions will be offered with a focus on staff CLPL in key aspects of numeracy and literacy skills progression</p> <p>Pupils will be involved in the planning stages of their targets to identify and agree upon the focus of their learning</p>	<p>PT/Pupil Support Staff</p> <p>Aug '23 - June '24</p> <p>PTs/DHTs/CTs</p> <p>Aug '23 - June '24</p> <p>PTs/ Pupil Support Staff / CTs</p> <p>Aug '23 - June '24</p>	<p>PT PT3: £12,300 0.4 FTE CT: £24,585 0.4 FTE CT: £24,585</p> <p>Software Licences: £5018</p> <p>Ed. Supplies: £2000</p> <p>Other Bodies: £3826.54</p>	<p>Attainment data will demonstrate improvement in individual pupil progress and an overall reduction in the poverty related attainment gap</p> <p>Staff Self-Evaluation, Focus Meeting feedback and Learning Walks will demonstrate that all staff have delivered high quality teaching experiences with a consistent skills based focus</p> <p>Focus meetings reflect that almost all pupils demonstrate increased awareness of personal</p>	

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	and what they need to do in order to be successful				targets and an improved ability in their knowledge of what they need to do in order to be successful	
Language acquisition and social interaction	Improved opportunities for targeted therapies and interactions	Employment of an ASN CA 15 hours per week to allow staff out for training Increased knowledge and skill set of staff to best support learners needs	Aug '23 - June '24 ASN CA / ASN CTs	ASN CA: £7,414.75	Tracking of pupil individual milestones Staff Self-Evaluation, Focus Meeting feedback and Learning Walks will demonstrate that all staff have delivered high quality teaching experiences with a consistent skills based focus	