



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

## Communities (Education Services)

### Fairlie Primary School and Early Years Class Improvement Plan 2020-2021



## Vision, Values and Aims

**At Fairlie Primary School our values are:**

Belonging

Ambition

Thoughtfulness

Confidence

Honesty

We will foster these values by promoting the school following aims:

- Create an atmosphere where all pupils experience a sense of belonging and are encouraged to be confident and effective contributors.
- Maintain a happy, caring environment in which children feel respected, secure and able to grow and develop to their fullest potential.
- Support our learners in becoming responsible citizens with a clear understanding of the importance of responsibility, compassion, fairness and honesty.
- Create an inclusive culture of learning where all children will be challenged in their thinking, strive for continuous improvement and motivated to become successful lifelong learners.
- Provide a broad and well-taught curriculum where children have many and varied experiences.

## Council Priorities:

The Council strategic priorities for 2019-24 are detailed below:

### Aspiring Communities

- ▶ Active and strong communities
- ▶ Children and young people experience the best start in life
- ▶ Inclusive, growing and enterprising local economy
- ▶ People enjoy good life-long health and well-being
- ▶ People and communities are safe

### Inspiring Place

- ▶ Effective infrastructure and digital connectivity
- ▶ Affordable, modern and well-designed homes that meets residents' needs
- ▶ Vibrant, welcoming and attractive places
- ▶ A sustainable environment

## National Improvement Framework:

The National Improvement Framework for Education is designed to help us deliver the twin aims of excellence and equity; galvanising efforts and aligning our collective improvement activities across all partners in the education system to address our key priorities. These priorities remain as:

- **Improvement in attainment, particularly in literacy and numeracy**
- **Closing the attainment gap between the most and least disadvantaged children**
- **Improvement in children and young people's health and wellbeing**
- **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

## **Principles**

- Health & safety – including: ongoing physical distancing; continued need for good hand hygiene and public hygiene; following public health advice; limiting the number of people in confined spaces at the same time; understanding how this virus spreads through institutions and adapting our environments as a result.
- Nurturing approaches – supporting the transition back to school, including support to reconnect
- Wellbeing & resilience – ensuring all in the school community are supported to cope with new contexts and new means of educational delivery
- Equity & fairness – providing an educational experience that is inclusive, particularly given the SIMD profile of North Ayrshire
- Learning – continuing to develop skills and knowledge to maximise attainment and achievement
- Rights of the child – safeguarding the UNCRC right to education
- Collaboration & collegiality – partnership working, openness and transparency to develop trust and confidence in the decision-making process and ensure quality in recovery plans

## **Initial Priorities**

Establishments are asked to consider the following elements within their own contexts:

- supporting pupil and staff health and wellbeing
- transitions at all levels
- the impact of COVID-19 in communities
- identifying gaps in learning
- a renewed focus on closing the poverty related attainment gap

## Strategic Plan 2020-21: Fairlie Primary School

| School Priorities     | 1. <b>Recovery</b> - Promote the positive health and wellbeing of children staff and parents/carers in response to the impact of COVID-19 on our community.   | 2. <b>Learning and Teaching</b> - Ensure high quality learning, teaching and assessment.   | 3. <b>Early Years Priority</b> - Our effective Early Years Team create a learning environment that provides quality care and support for the children.   |
|-----------------------|---|--|--|
| High Level Objectives | <p><b>Health and Safety/Operational Arrangements</b><br/>Ensure a safe return to school for children and staff.</p> <p><b>Community</b><br/>Work in partnership with parents/carers to establish a safe and resilient school community.</p> <p><b>Health and wellbeing</b><br/>Develop targeted approaches to support children and staff mental health and wellbeing.</p> <p><b>Learning- Attainment/Achievement</b><br/>Maximise attainment and achievement by identifying gaps in learning.</p> <p>Develop strategies to support progress in Numeracy and Literacy.</p> | <p><b>(Learning and Engagement)</b><br/>Children experiences will be motivating and challenging.</p> <p>Children will engage in quality outdoor learning experiences.</p> <p>Children have a 'voice'. They know that their views are sought, valued and acted upon.</p> <p>Pupils have an active role in improving their school.</p> <p><b>(Effective use of Assessment)</b><br/>Embed a consistent approach to assessment and AifL.</p> <p><b>(Learning Pathways)</b><br/>Review and develop our learning Pathways in Literacy/Language and Numeracy /Mathematics</p> | <p><b>(Implementing Improvement and Change)</b><br/>Establish a cohesive and effective staff team.</p> <p><b>(Learning and Engagement)</b><br/>Embed NAC Planning Model to provide a framework for effective planning, assessment and tracking of children's progress.</p> <p>Develop an outdoor learning environment that provides opportunities for children to access high quality play outdoors.</p> <p><b>(Engagement of parents/carers in the life of the setting)</b><br/>Work effectively with families to improve outcomes for children and engage parents /carers in their child's learning.</p> |

## Strategic Plan 2020-21: Fairlie Primary School and Early Years Class

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

*PEF allocation £9516.00*

To raise attainment in  
Numeracy and Literacy

Use a range of data to  
identify gaps in learning and  
appropriate starting points

Employ Classroom Assistant  
22 hours to support groups  
and individuals in Numeracy  
and Mathematics

## Detailed Action Plan 2020-21: Fairlie Primary School

| School Strategic Priority: 1   |                     | Recovery- Promote the positive health and wellbeing of children, staff and parents/carers in response the impact of COVID-19 on our community. |  |                                 |   | Linked to Initial Directorate Priorities 1, 3 and 4   |
|--|---------------------|--|--|---------------------------------|---|---|
| High Level Objectives  | HGIOS 4 HGIOELC NIF | Supported through PEF? Y/N   | How will I achieve this?   | Timescale / Assigned to:        | Pupil Outcomes  | Measurement   |
| <b>Health and Safety/Operational Arrangements</b><br>Ensure a safe return to school for children and staff.  | HGIOS 4 1.3 NIF 3   | No   | In consultation with staff, develop effective Covid-19 Risk Assessments for School and Early Years. Risk assessments will take full account of Scottish Government advice on the Reopening of Schools and Early Years. | Aug 2020 HT<br><br>Aug 2020 EYM | Staff and children feel safe and confident on their return to school and adhere to risk assessments and guidance.   | Regular revision of Risk Assessment and operational Plans in consultation with staff.   |
|  |                     |  | In consultation with staff, develop operational plans (including contingency arrangements) to support our risk assessments.  | Aug 2020 HT                     | Effective operational arrangements have been established including entry and exit arrangements, increased hygiene and enhanced cleaning. Routines including soft start, staggered break times and lunches are successfully implemented. | Observations on adherence to COVID-19 Risk Assessments and guidance.<br><br>Ensure risk assessments and operational plans take account of up-to-date government and local authority advice. |
| <b>Community Work</b> in partnership with parents/carers to establish a safe and resilient school community. | HGIOS 4 2.7         | No   | Key aspects of risk assessments and operational arrangements are effectively communicated to parents/carers.   | Aug- June 2021 HT               | The full support of parents/carers in the implementation of all Health and Safety Guidance and Public Health Messages help to ensure the health and safety of our whole school community.   | Inclusion of key messages in all communications:<br>Signage/Leaflets<br>Letters/emails<br>Newsletters<br>Class Newsletters  |
|  |                     |  | Communicate Covid -19 public health messages to our parents/carers and wider school community.   |                                 |   |   |
|  |                     |  | Develop effective procedures for sharing and communicating children's progress and achievements with parents and carers.   | Oct 2020 HT/PT                  | Parents/carers have a clear understanding of their child's progress next steps and how best to support their learning.  | Collegiate Activity- discussion and planning of:<br>home learning/homework reporting sessions   |

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| <p><b>Health and wellbeing</b><br/>Develop targeted approaches to support children and staff mental health and wellbeing.</p>  | <p>HGIOS 4<br/>3.1<br/>NIF 3</p>                              | <p>No</p>  | <p>Staff to undertake North Ayrshire Council CLPL - Nurturing North Ayrshire's Recovery Modules 1,3,7</p> <p>Continue to implement and embed the Bounce Back programme to support children's mental health and wellbeing.</p> <p>Timetables will be adjusted to provide greater curricular time for health and wellbeing related activities.</p>   | <p>Aug-Oct<br/>2020<br/>HT</p>                        | <p>Effective support is in place for staff with a clear focus on staff positive mental health and wellbeing. Staff feel safe, confident and supported.</p> <p>Children demonstrate positive attitudes to self, others, learning and school.</p> <p>Children embrace challenge, use mistakes to grow and face difficulty and uncertainty calmly and confidently. Children develop as resilient and reflective thinkers.</p> | <p>Record of Collegiate and INSET</p> <p>Staff Self-Evaluations</p> <p>Teacher planning evidences focus on Health and Wellbeing.</p> <p>Teachers planning evidences a focus on embedding Bounce Back.</p> <p>gl PASS results attitudes to school and learning.</p>              |
| <p><b>Learning-Attainment/Achievement</b><br/>Maximise attainment and achievement by identifying gaps in learning and develop appropriate strategies to support progress in Numeracy and Literacy.</p> | <p>HGIOS 4<br/>2.2<br/>2.3<br/>2.6<br/>3.2<br/><br/>NIF 1</p> | <p>Yes</p> | <p>Staff make effective use of a range of assessments to identify gaps in learning.</p> <p>Support Transitions:<br/>Ante Pre- Pre School<br/>EY- P1<br/>Class to Class</p> <p>The curriculum (timetables/planning) reflects a clear focus on Numeracy, Literacy and Health and Wellbeing.</p> <p>Appropriate interventions are identified to support groups and individuals. i.e. CA Support- Boosting Reading<br/>ASL Teacher – Support in Numeracy and Literacy.</p> | <p>Aug-Oct<br/>2020<br/>HT<br/>Class<br/>Teachers</p> | <p>Staff have a clear understanding of children's next steps and plan appropriately.</p> <p>Gaps in learning are reduced by focussing on Numeracy, Literacy Health and Wellbeing.</p> <p>We make effective use of all supports to ensure that we meet the needs of all learners.</p>   | <p>Records of Achievement</p> <p>Appropriate Group and Individual Targets- Display</p> <p>At Pupil Progress Meetings and through planning, staff demonstrate a clear understanding of children's needs and next steps.</p> <p>Personalised Support and Staged Intervention.</p> |



## Detailed Action Plan 2020-21: Fairlie Primary School

| School Strategic Priority: 2  |                     | Learning and Teaching- Ensure high quality learning, teaching and assessment. |  |                          |  |  | Linked to Initial Directorate Priorities 2, 4 and 5 |
|---|---------------------|---|--|--------------------------|--|--|---|
| High Level Objectives   | HGIOS 4 HGIOELC NIF | Supported through PEF? Y/N  | How will I achieve this?   | Timescale / Assigned to: | Pupil Outcomes   | Measurement  |   |
| (Learning and Engagement)<br>Children experiences will be motivating and challenging. | HGIOS 2.3<br>NIF 1  | No  | Through individual and collegiate professional learning staff will explore how to achieve effective pace and challenge. Staff will explore aspects of practice and pedagogy including: <ul style="list-style-type: none"><li>Teacher and learner expectations</li><li>Creating a self- motivating classroom</li><li>Range of teaching and learning approaches</li><li>Creative learning and teaching</li><li>Choice</li><li>Inquiry</li><li>Enjoyment</li></ul><br>Staff share practice, engage in peer observations and reflect on best practice examples of the above. | Oct-June 2021<br>HT      | All children will experience high quality learning experiences which are varied, differentiated, and active, and based on current educational theory and research.<br><br>Children will be more motivated to learn as a result of a variety of learning opportunities.<br><br>Raised attainment as a result of positive high-quality learning opportunities. | Classroom observations.<br>Pupil focus groups.<br>PASS Results<br>Parent questionnaires and evaluations.<br>Staff focus groups and evaluations.<br>Attainment (GL assessments, SNSAs, Teacher Professional Judgement)<br>Tracking meetings.<br>Moderation activities     |   |
| Children will engage in quality outdoor learning experiences.                         | HGIOS 2.3           |   | Staff participate in training activities to increase their knowledge and confidence in delivering outdoor learning<br><br>Staff plan for regular, meaningful outdoor learning opportunities throughout the year maximising the potential of our excellent immediate environment.   | Aug- June 2021<br>PT     | Staff demonstrate increased confidence and understanding in relation to the delivery of outdoor learning.<br><br>Children are motivated and fully engaged in rich, challenging experiences and opportunities outdoors.   | Monitoring of strategic and weekly plans highlight an increase in opportunities for outdoor learning.<br><br>Monitoring of learning and teaching highlights a range of highly effective learning experiences that capitalise on our outdoor space and local environment. |   |
| Our children have a 'voice- they know that their views are sought,                    | HGIOS 2.3           |   | Develop planning to supports pupil voice both at classroom and whole school level.   | Aug- June 2021<br>PT     | Children are confident their views are valued by all staff and partners.   | The school ethos supports a culture where children's opinions are welcomed by all, and impact on school improvement.   |   |

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| valued and acted upon.<br><br>Pupils have an active role in improving their school.   |   |  | <p>Make use of the challenge questions within How good is OUR School? (A resource to support learner participation in self-evaluation).</p> <p>Familiarise staff and children with How good is OUR school? - Tool kit. Identify a specific aspect of our current school improvement plan i.e. Learning, Teaching and Assessment as an area of focus for pupil voice.</p>  |  | <p>Children are engaged in planning and evaluating learning.<br/>Children are knowledgeable about what has been improved as a result of their opinions.</p> <p>Children develop the relevant skills to support them in self-evaluation and develop effective communication skills to share their views.</p>   | <p>Challenge questions provide clear information on strengths and areas for improvement.</p> <p>Positive feedback in Pupil Survey/Questionnaires</p> <p>Self-evaluation procedures evidence clear links to children's participation.</p> <p>Increased opportunities for children to lead evidence analysis activities.</p> |
| <p><b>(Effective use of Assessment)</b><br/>Embed a consistent approach to assessment and assessment and AifL.</p> <p><b>(Learning Pathways)</b><br/>Review and develop our learning pathways in Literacy/Language and Numeracy /Mathematics.</p> | <p>HGIOS 2.3</p> <p>HGIOS 2.2<br/>NIF 1</p> |  | <p>Continue to develop a consistent approach to AifL.</p> <p>Review recording of individual and group learning targets and embed effective and manageable approaches where children are clear about their learning targets and next steps.</p> <p>Establishing a quality body of evidence that supports professional judgement of children's progress in all areas of the curriculum. (Latest and Best)</p> <p>Staff engage in professional learning including research to assist them in developing effective pathways i.e. based on the experiences and outcomes and design principles- progression, coherence, breadth, depth, personalisation and choice.</p> | <p>Aug- June 2021<br/>PT</p> <p>Aug- June 2021<br/>HT/PT</p> | <p>Children receive high quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.</p> <p>Children are able to give feedback to their peers and suggest ways in which they can improve.</p> <p>Children's progress and next steps are mapped in a manageable and meaningful way.</p> <p>Learning pathways in Numeracy and Literacy support children to build on their prior learning and ensure appropriate progression.</p> | <p>Monitoring activities including monitoring of learning and teaching highlight a focus on AifL and an emerging consistency across the school.</p> <p>Records of Achievement</p> <p>Monitor and evaluate effectiveness of Numeracy and Literacy Pathways</p>  |

## Detailed Action Plan 2020-21: Fairlie Primary School

| School Strategic Priority: 3   |                     | Early Years Class Priority- Our effective Early Years Team create a learning environment that provides quality care and support for the children. |  |                          |  | Linked to Initial Directorate Priorities 1, 2, and 3.  |
|--|---------------------|---|--|--------------------------|--|--|
| High Level Objectives  | HGLOS 4 HGLOELC NIF | Supported through PEF? Y/N  | How will I achieve this?   | Timescale / Assigned to: | Pupil Outcomes   | Measurement  |
| Establish a cohesive and effective staff team.   | HGLOELCC 1.4        | No  | Appointment of Early Years Manager to lead EY improvement priorities and provide Early Years Practitioners with guidance and support in their professional development and learning.   | Aug 2020 HT/EYM          | Service users have confidence in the staff that support and care for them. (Health and Social Care Standards-3)  | Practitioners demonstrate a clear understanding of their roles and responsibilities.             |
| Embed NAC Planning Model to provide a framework for effective planning, assessment and tracking of | HGLOELCC 2.3 3.2    | No  | Practitioners participate in high quality individual and group professional learning activities and engage with key national practice documents including Realising the Ambition, Health and Social Care Standards, My World Outdoors, Our Creative Journey, How Good is Our Early Learning and Child Care.  | Aug-June 2021 HT/EYM     | Practitioners have an in-depth knowledge and understanding of child development and current theory and practice and can plan effectively to meet children's needs. | Practitioners demonstrate an up-to date knowledge of best practice.                              |
|  |                     |   | Practitioners enhance skills in interacting and questioning to support play by engaging in regular self and peer evaluation and modelling activities.  | Aug-June 2021 EYM        | Staff interactions encourage high quality adult/child interactions.  |  |
|  |                     |   | Practitioners contribute to planning i.e. <ul style="list-style-type: none"> <li>Identify and share children's needs/next steps in learning.</li> <li>Demonstrate an understanding of Early Years Milestones.</li> <li>Develop areas of our environment both playroom and outdoors.</li> <li>Make effective use of resources to support learning</li> <li>Gather a range of evidence of children's progress and</li> </ul> | Aug-June 2021 EYM        | Children are motivated and fully engaged in rich, challenging experiences and opportunities.   | Planning is monitored regularly by HT and EYM.   |
|  |                     |   |  |                          | Planning reflects children's ideas and interests.  | Children make progress with their individual targets and achieve their developmental milestones. |

|  |                        |  |  |                         |   |   |
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| children's progress.   |                        |  | <p>Achievements including recording observations.</p> <ul style="list-style-type: none"> <li>• Make effective use of floor books to facilitate children's involvement in the planning of their environment and recording of learning experiences.</li> <li>• Plan for increased opportunities to make use of digital technologies within learning experiences and to record children's achievements.</li> </ul>                      | Aug- June 2021<br>EYP   |   | <p>Special Book/Folders provide a range of evidence of children's learning and achievements.</p> <p>Floor books record children's contributions to the planning process and effectively record aspects of the learning journey.</p> |
| Develop an outdoor learning environment provides opportunities for children to access high quality play outdoors.  | HGIOELCC<br>2.2<br>2.3 |  | <p>Practitioners plan to make use of an increased range of open-ended resources to support imaginative and creative play outdoors.</p> <p>Practitioners provide increased opportunities to paint, draw and mark make outdoors.</p> <p>Continue to develop our garden area to support learning in science, problem solving and exploration.</p> <p>Develop opportunities/experiences for children to explore our local community.</p> | Aug-June 2021<br>EYM    | <p>Children are motivated and fully engaged in rich, challenging experiences and opportunities outdoors and in the local environment.</p>   | <p>Planning documentation evidences a clear focus on outdoor learning.</p>  |
| Work effectively with families to improve outcomes for children, engage parents and carers in their child's learning and promote positive relationships. | HGIOELCC<br>2.5        |  | <p>Establish the needs of our children and families. Engage with parents/carers to identify their needs.</p> <p>Develop relevant and enjoyable family learning activities.</p>   | Dec-June 2021<br>HT/EYM | <p>The contributions parents/carers and families make to children's learning is valued.</p> <p>Family learning programmes and activities meet the needs of parents/carers and children.</p> | <p>We will develop a range of methods for gathering feedback from parents/carers.</p> <p>Evidence that feedback from families informs future planning. i.e. 'Your Opinion Matters'.</p>   |

| Session          | Additional Agenda (maintenance and new initiatives)   |
|------------------|---|
| <b>2020-2021</b> | <ul style="list-style-type: none"> <li>• Raise attainment in Literacy- Writing/Talk for Writing (PEF supported priority)</li> <li>• Continue to refine our Curriculum Rationale</li> <li>• Update our Learning and Teaching Notes and Guidance</li> <li>• Continue to embed Reading Comprehension (SHORS)</li> <li>• Continue to develop use of Wellbeing Wheel reflecting on children's progress in Health and Wellbeing.</li> <li>• Implementation of Bounce Back</li> <li>• Continue to focus on developing children's mental maths skills and problem solving skills</li> <li>• Continue to develop Level Planning opportunities.</li> <li>• Cluster working groups X2- Moderation</li> </ul> |