

## NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

# Education Directorate Fairlie Primary School and Early Years Class Improvement Plan



## Vision, Values and Aims

At Fairlie Primary School our values are:

Belonging

Ambition

Thoughtfulness

Confidence

Honesty

We will foster these values by promoting the 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.

### 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.



### PRIORITY 1

**Strategic Objective: To continue to raise attainment in Numeracy and Literacy**

#### 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

- 1.1 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

- Analysis of Data including ACEL- Progress and Achievement, gl Assessments (Progress in English and Single Word Spelling Test), class based writing and spelling assessments and SNSA, identified gaps in attainment in Literacy at P3, P4,P5.
- Improvements in learning and teaching in Numeracy /Mathematics. (Focus on P5 and p6 Cohort)

# NORTH AYRSHIRE COUNCIL: EDUCATION

## School/EYC Improvement Plan 2024-25

### PRIORITY 1: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<p><i>Specifically, what will change for our learners?</i></p>	<p><i>How will we achieve this? What do we plan to do?</i></p>	<p><i>What are our timescales? Who will lead?</i></p>	<p><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></p>	<p><i>How do we know that the experiences &amp; outcomes for learners have improved? What does the data tell us which demonstrates impact?</i></p>	<p><i>Please enter the cost to the nearest £</i></p>
<p>Staff will have a clear understanding of whole school attainment in Numeracy and Literacy ensuring they are best placed to lead change and improvement, leading to increased attainment in Numeracy and Literacy for learners.</p>	<p>Whole school analysis of attainment data including teacher judgement of CfE Levels, GL Assessments, SNSA and Early Years Milestones. Identify and agree strengths and areas for improvement.</p>	<p><b>Aug- Sept 2024</b> <b>HT</b></p>	<p>Data will include: ACEL Information- 2023-2024 GL Assessments- Progress in English P3, P4, P5, P6 and P7, NGST SNSA. September Baseline Assessments in Writing Early Years Milestones</p>		
<p><b>Numeracy/Mathematics</b> Learners experience quality learning and teaching in Numeracy Mathematics, leading to increased motivation and attainment.</p> <p>Learners experience a consistent approach to learning in Numeracy and Mathematics as they progress through the school.</p>	<p>Practitioners will engage in self-evaluation around what makes an effective/'great' Numeracy/Mathematics session focusing on both organisational and pedagogical strategies. Staff will reflect on components including 'warm-up' teaching focus, active and 'playful' learning, differentiation, problem solving and use of digital learning. Through sharing good practice opportunities, reflecting on guidance within NAC Numeracy and Mathematics Framework and engaging in relevant professional learning with PLA staff will develop effective strategies to support learning in Numeracy/Mathematics.</p>	<p><b>Aug- Oct 2024</b> <b>HT</b></p>	<p>Feedback from Sharing practice activities.</p> <p>Learners make very good progress from their prior levels of attainment.</p> <p>Monitoring of learning and teaching evidences pace and challenge within Numeracy and Mathematics experiences.</p> <p>Learners experience a consistent approach to learning in Numeracy and Mathematics as they progress through the school.</p>		

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

<p><b>Numeracy/Mathematics</b> Learners demonstrate increased confidence and competence when completing mental calculations. Learners develop speed and accuracy and are able to discuss their approaches.</p>	<p>Review and refine our approaches to developing mental maths/mental agility skills. Initiate daily mental maths activities as a component within the Numeracy/Mathematics session.</p>	<p><b>Aug- Sept 2024</b>  <b>PT</b></p>	<p>Monitoring activities and practitioner planning evidence a focus on progressing learners' mental maths skills.  Focus on practitioner tracking learners' progress in mental maths.</p>		
<p><b>Literacy- Writing</b> Learners experience high quality learning and teaching in writing, leading to increased attainment.  Learners engage regularly in quality learning experiences that develop their skills in spelling, grammar and handwriting.</p>	<p>Continue to embed the PM Writing resource to support learning and teaching.  Continue to embed our approaches to learning and teaching in 'tools for writing' including spelling, grammar and handwriting.</p>	<p><b>Aug- June 2025</b>  <b>HT</b></p>	<p>Staff' planning and evaluations evidence progress in implementation of PM Writing.  Baseline and staged assessments evidence progress from prior levels of attainment.  Sampling learners' work, including jotter monitoring evidences improvement in spelling, grammar and handwriting. Assessments evidence improvement in spelling. Most children are able to demonstrate achievement of identified success criteria within writing lessons.</p>		
<p><b>Literacy- Reading</b> Learners have access to a broad range of resources to support learning and teaching in Reading.  Learners have the opportunity to share and further develop their reading skills.</p>	<p>HT/PT advice and support from Cluster Schools.  Investment in resources including novels to support progress in reading. Initiate Paired Reading Programme with P7/6 and P2 and P3.</p>	<p><b>Aug- June 2025</b>  <b>PT</b></p>			
<p><b>Literacy- Supporting Needs</b> Learners who meet the definition of dyslexia are supported to make progress in their learning.</p>	<p>Develop appropriate interventions and resources to support identified learners e.g. focussed spelling and dyslexia related interventions and</p>	<p><b>Aug- June 2025</b>  <b>HT</b></p>	<p>Staged Intervention Planning evidences appropriate plans and targets for identified learners.</p>		

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

	strategies to scaffold reading and writing sessions.				
<p>Parents and carers will be better informed as to how learners make progress and how learning is assessed.</p> <p>In response to parent/carer feedback, parents and carers will be able to better support learners' progress in Numeracy and Literacy.</p>	<p>Develop Family Learning and Numeracy and Literacy Workshops to support families to support learners.</p> <p>Improve our Class newsletters by including tips for learning at home and provide information around useful websites.</p>	<p><b>Aug- June 2025</b></p> <p><b>PT</b></p>	<p>Increased parent/carer engagement in Numeracy and Literacy information and sharing events.</p> <p>Parent/Carer survey data will evidence increased confidence in supporting learners' progress.</p>		

**PRIORITY 2 Continue to develop and improve learning and teaching and enhance the quality of learners' experiences in play and outdoor learning.**

**Strategic Objective: To progress our approaches in the planning and delivery of play and outdoor learning.**

**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 & HGIO ELC**

*Language specific to HIGIOELC is in green*

- |                                     |  |
|-------------------------------------|--|
| 2.1 Safeguarding & Child Protection | 3.1 Ensuring wellbeing, equality and inclusion   |
| 2.2 Curriculum                      | 3.2 Raising attainment & achievement<br><i>(Securing children's progress)</i>                                  |
| 2.3 Learning, teaching & assessment | 3.3 Increasing creativity and employability<br><i>(Developing creativity and skills for life and learning)</i> |
| 2.4 Personalised Support            |  |
| 2.5 Family Learning                 |  |
| 2.6 Transitions                     |  |
| 2.7 Partnerships                    |  |

**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 | 3.1 Quality assurance and improvement are led well   | 4.1 Staff skills, knowledge and values |
| 2.2 Children's experience high quality facilities      | 3.2 Leadership of play and learning                  | 4.2 Staff recruitment                  |
|  | 3.3 Leadership and management of staff and resources | 4.3 Staff deployment                   |

**Rationale for Change**

Build on previous school improvement plan and further develop and embed our approaches in play and outdoor learning.  
To make effective use of our unique immediate and local environment to support learning and teaching.  
Feedback from QI Visit.



## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

#### 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 &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 experience high quality learning experiences through play that promote positive health and wellbeing, build resilience and persistence, develop social and emotional skills and improve numeracy and literacy.	Staff continue to develop our play space and resources to support learning particularly at P1. Training opportunities for staff at P2 and P3. Allocate Pupil Support Assistant to support and sustain implementation.	<b>Aug-June 2025</b>  <b>HT</b>	Staff demonstrate a shared understanding of importance of play to child development. Staff create an appropriate environment for play. Staff are enabled to undertake effective planning, observation and assessment.		
Learners experience purposeful play that is planned to support the development of knowledge and skills across the curriculum.	Staff develop planning, monitoring and tracking tools to support the development of play. Staff engage with our Early Years Practitioners to establish good practice in observations and gathering evidence of progress.	<b>Aug-Sept 2024</b>  <b>HT</b>			
Learners have a healthy lifestyle making the most of the benefits of learning outdoors to both physical and mental health. Learners are able to express themselves creatively, problem solve, investigate and explore. Learners will learn how to take care of their environment.	All Staff to plan for regular timetabled outdoor learning opportunities.  Build on good practice at P4-P7 where staff have engaged successfully with visits to 'Ladies Walk' and the beach. Continue to capitalise on our immediate and local environment.	<b>Aug-June 2025</b>  <b>PT</b>	Strategic and weekly plans highlight an increase in opportunities for outdoor learning. Monitoring of learning and teaching highlight a range of highly effective learning experiences that capitalise on our outdoor space and local environment.  Staff evidence a shared understanding of the value and benefits of outdoor learning.		

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

	Continue to engage parent/carers to support outdoor learning.				
Outdoor learning experiences are carefully planned to ensure learners experience progression in their learning.	PT to undertake outdoor learning training through 'The Outdoor Teacher', in particular Forest Schools Activities. PT to lead collegiate planning sessions and implementation of quality outdoor learning experiences. Staff develop a whole school planning tool to support implementation. Staff develop effective procedures for capturing and gathering evidence of learners' achievements.	<b>Aug-June 2025</b> <b>PT</b>	Planning tools evidence a focus on progression and skills development.  Staff use class floor books to record their outdoor learning journey.		

### PRIORITY 3 Improvement in children's health and wellbeing.

#### Strategic Objective:

Improve the motivation, resilience and confidence of children.

Revisit the Nurture Principles.

Improved school attendance.

Develop participation processes that are inclusive and provide opportunities for all learners to participate in the life of the school and the wider community.

#### 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 & HGIO 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

- 1.1 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

The recent changes to our staff team, and Self- evaluation of QI 3.1 Ensuring Wellbeing, Equality and Inclusion would suggest it would be worthwhile revisiting Nurture Approaches with our whole school community.

Revisiting and embedding Nurture alongside effective use of the CIRCLE Resource will assist our school in supporting the needs of all learners.

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

#### 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 &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>
Improved attendance levels. All learners across the school will attend school on a regular basis.	Analysis of attendance data and potential links to learners' motivation and wellbeing. Implementation of new attendance codes will assist in analysis of data.	<b>Aug- June 2025 PT</b>	Attendance data evidences improved attendance. PASS results evidence improvements in learners' perceptions of school and self as a learner.		
Increased practitioner understanding of the nurture principles will better support learners' wellbeing.	Revisit and embed Whole School Nurture. Identified Staff lead Nurture training making effective use of the NAC. Train the Trainer resources. Staff engage in Professional Learning Modules, Benchmarking Guidance and Benchmarking Tool.  Engage with Parent/Carers-information sessions focusing on Nurture and Nurture Principles. Educational Psychologist will provide advice and support and contribute to collegiate activities and Parent/Carer sessions.	<b>Aug- June 25 PT and CT</b>	Feedback from In-service and collegiate activities evidence increased practitioner understanding of Nurture and Nurture Principles, Whole School Nurture and Benchmarking Programme.		

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

<p>Promote inclusive practice across the school community ensuring positive wellbeing and motivation for all learners.</p>	<p>Staff will make effective use of the CIRCLE resource to support and engage in self-evaluation and sharing practice within the four main areas i.e. environment, structures and routines, motivation and skills. Educational Psychologist will provide advice and support and contribute to collegiate activities.</p>	<p><b>Aug- June 25 CT</b></p>			
<p>Develop participation processes that are inclusive and provide opportunities for all learners to participate in the life of the school and the wider community.</p>	<p>Staff continue to engage with Learner Participation Documentation including NAC Learner Participation Policy, Education Scotland Rights and Participation Strategy and Principles for Learner Participation in Education Settings (3-18)</p> <p>Staff plan opportunities for learners to influence learning, teaching and assessment.</p> <p>In collaboration with learners, further develop opportunities for personal achievement including opportunities for volunteering, participating in sports, afterschool activities, family learning, enterprise, dance, music, drama, Fun Friday.</p> <p>Staff ensure community groups have opportunities to share plans and progress at whole school level.</p>	<p><b>Aug-June 25 HT and PT</b></p>	<p>Learners participate in decisions about their learning and learning and teaching approaches.</p> <p>Whole school and class planning evidences how learners are offered a diverse range of learning experiences where personal achievement can be shaped and designed by learners in collaboration with Staff.</p> <p>Learners demonstrate the relevant skills to support them in self-evaluation and develop effective communication skills to share their views.</p> <p>Learners have the opportunity to collaborate with others from within and beyond our community</p>		

# NORTH AYRSHIRE COUNCIL: EDUCATION

## School/EYC Improvement Plan 2024-25

	Staff create increased opportunities for learners to engage with the wider community.				

### PRIORITY 4 Early Years Class

#### Strategic Objective:

Effective introduction of new delivery model  
Continue to develop quality play experiences  
Develop robust Quality Assurance procedures  
Improved partnership with parents  
Further develop Family Learning Opportunities

#### 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

- 1.1 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

- Care Inspectorate visit in October 2023 highlighted the need for improvements in EYC Quality Assurance Procedures.
- Self-Evaluation and feedback from whole school and parent surveys suggest some improvements in specific aspects of partnership working.

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

#### 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 &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>
Introduction of new delivery Model- Establish a cohesive and effective staff team.	<p>Effective induction programme for newly appointed Early Years Practitioners.</p> <p>Practitioner development needs are identified though PPD- 'Time to Talk'</p> <p>Ensure focus on staff wellbeing.</p> <p>Further development of leadership roles including Communication Champion, Paths Champion, RRS, Literacy, Numeracy and Home Links/Family Learning.</p>	<b>Aug- Oct 24 EYM</b>	Service users have confidence in the staff that support and care for children.		
<p>Our learning environment provides opportunities for children to access high quality play indoors and outdoors. Children are motivated and fully engaged in rich, challenging learning experiences.</p> <p>Children develop a wide range of skills and achieve their potential.</p>	<p>Practitioners plan to make use of an increased range of open-ended resources to support imaginative and creative play.</p> <p>Continue to develop our outdoor environment to offer experiences in science, problem solving and exploration.</p>	<b>Aug- June 25 SEYP</b>	<p>Special Books evidence children's progress in a broader range of curricular areas e.g. Science.</p> <p>Children make progress with their individual targets and achieve their developmental milestones.</p> <p>Floor books record children's contributions to the planning process and effectively record aspects of the learning journey.</p>		



## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

<p>The contribution of parents/carers is valued.</p> <p>Partnership and Family Learning opportunities help to promote parent/carer confidence. Parents/Carers are better placed to support their child's learning.</p>	<p>Engage with families to establish family learning approaches that match the needs of families.</p> <p>Develop family learning programmes that are stimulating, relevant and enjoyable.</p> <p>Engage with a range of partners e.g. Educational Psychologist, Speech and Language to support family learning.</p> <p>Involve families in evaluating the impact of programmes and interventions.</p>	<p><b>Aug- June 25 EYM/SEP</b></p>	<p>We will develop a range of methods for gathering feedback from parents/carers on the success of our programmes.</p> <p>Data will be collated and key findings shared with parents/carers and families. Data will be used to inform future plans.</p>		
<p>Develop robust Quality Assurance Procedures to assist in embedding a meaningful cycle of continuous improvement resulting in positive outcomes for children and families.</p>	<p>Develop an effective and meaningful quality assurance calendar and quality assurance tools.</p> <p>Involve all members of EYT in meaningful self-evaluation and quality assurance activities.</p> <p>Involve all parents/carers and partners in evaluating our service.</p>	<p><b>Aug- June 25 EYM</b></p>	<p>Self-Evaluation and Quality assurance activities provide meaningful data and clear identification of strengths and areas for improvement.</p>		

# NORTH AYRSHIRE COUNCIL: EDUCATION

## School/EYC Improvement Plan 2024-25

--	--	--	--	--	--

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

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>		Carolyn McGinn			
<b>Carry forward:</b>		<b>Total Allocation:</b>	£6480.00	<b>Total:</b>	

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?
Attainment in Writing particularly at P5 and P6.	Additional Support to assist learners achieve success in the writing process.	Employ Pupil Support Assistant (Grade 5) for Hours (5.5 Hours)	Aug- March 25	£4382.00	Assessment information evidences progress from prior learning.  Learners are able to achieve identified success criteria.	
Improve attainment in Literacy P4-P7	Learners have access to appropriate resources to support their progress in reading, writing, talking and listening.	Purchase suitable reading resources to Supplement existing resources. Purchase alternative resources	Aug- March 25	£1610.40	Assessment information evidences progress from prior learning.	
Improved Learning and Teaching in Phonics at Early Level.	Learners have access to digital Phonics resources	Purchase of Jolly Classroom Resource	Aug- March 25	£250.00		

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

Learners across the school have access to quality outdoor learning experiences, promoting increased levels of motivation and engagement.	Staff undertake training in Outdoor Learning	Cost of Training		£237.60	Increased staff confidence in the planning and delivery of outdoor learning.	
--	--	------------------	--	---------	--	--