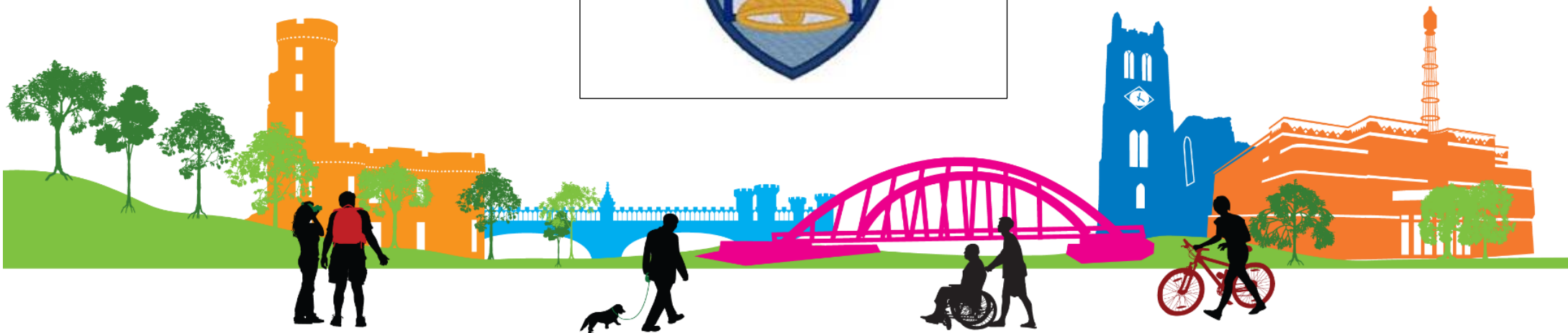




North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Communities and Education Directorate
Gateside Primary School & Early Years
Improvement Plan
2024-2025



Vision, Values and Aims



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:

Implement / Embed skills progressions for our play / skills based curriculum through the four contexts for learning, ensuring meta-skills are explicitly taught skills across all areas of the curriculum.

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

Multi-composite (P1-3 & P4 -7) classes require meticulous planning for learning and skills development. A skills tracker would support staff to provide provocations and activities relevant to need. We also wish to track progress in skills across all areas of the curriculum for EY – P7 and develop a framework to support this with staff and partners.

Feedback gathered from staff at cluster moderation 22/23, requests a consistent planning format for high quality assessments and observations across the cluster. PEF funding will be used to enhance the environments to better support play and skills based learning.

PRIORITY 1: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Costs(PEF)
<p>Children will understand, recognise and articulate their skills development in a learning environment where visibility of skills, meaningful discussion and reflection on skills deepens understanding, use and application in a variety of contexts.</p> <p>Children will experience more personalisation and choice through play/skills based learning</p> <p>Children will be engaged and motivated to learn.</p>	<p>Implement & embed the co-created skills progression, <i>(tracking breadth via CfE curricular overview) to enhance the interdisciplinary approach to learning (IDL).</i></p> <ul style="list-style-type: none"> • <i>Staff use the skills progression framework to plan a skills based curriculum.</i> • <i>Staff track progress using CfE curricular overviews.</i> 	<p>Beith, Gateside & Moorpark SLT & staff working parties</p> <p>Jun '24</p> <p>Cluster SLT, moderation leads, schools & EYC staff</p> <p>Jun '24</p> <p>Cluster SLT</p> <p>Jun '24</p>	<p>Quality assurance visits: peer /SLT learning walks, classroom observations etc,</p> <p>Learner Participation – almost all (over 90%) pupils in focus groups can articulate their skills development. Exit passes Almost all pupils</p> <p>High level messages shared with all from pupil focus groups. PASS survey will show an improvement of 2% in pupil engagement, attitudes to learning.</p>	<p><i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i></p>	<p><i>£3,000 to enhance play /skills based environment</i></p>

PRIORITY 2

Strategic Objective:

To improve outcomes in literacy and numeracy for learners through enhanced pedagogy.

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 & 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 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 implementation of the science of reading strategies has improved progress for identified learners (give examples) in both reading and spelling age, some by over 2 years.

Larger multi-composite classes will require careful planning and creative strategies to ensure continued progress for all learners.

Moving to more play / skills based learning will require changes to the environment as well as pedagogy. Questioning skills and provocations will require time, continuous review and evaluation to ensure impact and relevance.

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>
Pupil's progress in Numeracy will be enhanced through the use of new numeracy assessments to support teachers' professional judgement.	Numeracy assessments will be created and integrated into our used / integrated into pathways /planning.	Beith/ Gateside/ Moorpark SLT - Moorpark PT lead; working parties. June 2025	Numeracy pathways are enhanced with relevant assessments to support teachers professional judgements. Attainment in Numeracy & Mathematics will increase by at least 2% in P4 & P7.	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	Approx £2000 for resources
Identified learners will benefit from targeted support for numeracy / literacy.	Through assessment, targeted interventions and collaboration e.g. PST/CTs, staff will use STINT process to support learners progress. Use systems and strategies e.g. Word / Number works, Talk boost, Boosting Reading, Toe by Toe etc. to target need. Use Circle/SCERTS assessments to target support/actions. Support staff to identify & track skills development and track opportunities to read, write and count across the curriculum. Refresh SEAL/Number Sense/NAC numeracy framework	CT/PST/CAs/SLT from Aug '23	Use data to predict progress or closing of the gap. Pupils requiring additional support will reduce by 5%. The majority of targeted pupils will be working at expected levels by June 2024 Pupil focus groups will be able to articulate the skills they are learning. Pupils will have had increased opportunities to read aloud in other contexts		Approx £1000 for resources
Children will be more motivated, engaged and keen to participate in writing. Through improved pedagogical approaches	Staff will engage in professional learning to enhance pedagogy e.g. Talk for Writing, Stephen Graham PM Writing, the use of hot / cold pieces to assess progress etc. PM Writing resources will be linked to Talk for Writing and our Writing pathway. Create assessments to support teachers professional judgement Moderate writing to streamline teacher's professional judgements	SLT/CTs June '25 Cluster Working Party June '25 Beith/Gateside/Moorpark SLT / CTs	Writing attainment will increase across the school, by at least 2% (P5 & P6 by 5 %) Monitoring will evidence the range of increased opportunities for writing development. Minutes of cluster working party Updated writing pathway Early – 2 nd Level Tracking meetings (evidenced through HGIOS 4 challenge questions) show increased confidence of teacher professional judgement.		Approx £2000 for resources

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School/EYC Improvement Plan 2024-25

<p>attainment in writing will improve for pupils.</p> <p>Through enhanced feedback and time to correct errors, pupils will be more able to articulate their progress and how their skills have developed.</p>	<p>Refresh and share best practice in providing feedback to support learners (Shirley Clarke/Dylan William/John Hattie). Staff to ensure review time is built into practice. Revisit standard operating procedures e.g. teaching of handwriting, marking code etc.</p>		<p>Evidence from moderation sessions.</p> <p>Evidence of moderations sessions e.g. forms feedback, agendas etc Staff confidence in their professional judgements is increased – pre/post questionnaires.</p> <p>Standards are improved. This is evident through Quality Assurance processes e.g. classroom observations, pupil focus groups, tracking meetings, jotter audits.</p> <p>Increased use of marking code, relevant / use of feedback, pupil corrections noted in observations.</p>		
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<p>PRIORITY 3</p>	
<p>Strategic Objective:</p> <p>Continue to support and enhance children’s health & wellbeing through rights based learning.</p>	
<p>Highlight your KEY drivers for this improvement priority</p> <p>Service Priorities</p>	<p>HGIOSO & HGIOS ELC Language specific to HIGIOELC is in green</p>

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2024-25

<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership & management of staff (<i>practitioners</i>) 1.5 Management of resources to promote equity 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment & achievement (<i>Securing children's progress</i>) 3.3 Increasing creativity and employability (<i>Developing creativity and skills for life and learning</i>) 				
<p>NIF Drivers of Improvement</p> <ul style="list-style-type: none"> 7. School & ELC Leadership 8. Teaching & Practitioner Professionalism 9. Parent/carer involvement & engagement 10. Curriculum & Assessment 11. School & ELC Improvement 12. Performance Information 	<p>Care Standards - Care Inspectorate Quality Indicators <i>Applicable within all early years settings</i></p> <table border="0" style="width: 100%;"> <tr> <td data-bbox="784 542 1108 702"> <ul style="list-style-type: none"> 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 </td> <td data-bbox="1120 542 1444 702"> <ul style="list-style-type: none"> 2.1 Quality of the session for care, play and learning 2.2 Children's experience high quality facilities </td> <td data-bbox="1456 542 1803 702"> <ul style="list-style-type: none"> 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 </td> <td data-bbox="1814 542 2161 702"> <ul style="list-style-type: none"> 4.1 Staff skills, knowledge and values 4.2 Staff recruitment 4.3 Staff deployment </td> </tr> </table>			<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 2.1 Quality of the session for care, play and learning 2.2 Children's experience high quality facilities 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 4.1 Staff skills, knowledge and values 4.2 Staff recruitment 4.3 Staff deployment
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<p>Rationale for Change</p> <p>Pupils are benefitting from whole school nurture practices enabling better engagement and learning (achievements and progress from prior levels of attainment). Children's rights are embedded and learning about our rights and values is woven into our curriculum. Numbers of pupils presenting with anxiety, a lack of resilience and coping strategies requires a continued focus to meet need. Outdoor learning can improve and enhance some learners ability to engage and benefit their health.</p>							

PRIORITY 3: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>

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School/EYC Improvement Plan 2024-25

Pupils (and all stakeholders) interact positively with peers and adults to ensure quality learning	Further embed RRS across the school – charters / learning Use research to support practice review e.g. Paul Dix Book 2; Carol Dweck – Growth Mindset. Share strategies widely with parents.	DHT/CTs/CAs Dec '23 & On-going	Quality assurance processes will evidence changes in pedagogy & systems. PASS survey results will improve. RRS evidence will support on-going rights based learning. RRS Silver Award achieved Low level disruption is minimised.		
Pupils will benefit both mentally and physically from broader outdoor learning opportunities, including loose parts play and community garden.	Develop Community garden with help from local businesses & build into curriculum. Use PATHs and nurture principles to ensure children feel safe and cared for.	SLT/CTs/CA Jun '23	Community garden is established and a used as a resource to support learning. PASS survey results will improve.		
Pupils will feel safe, enjoy school life and treat each other with kindness and respect.	Review & refresh Vision Values and Aims (VVA) with all stakeholders – update as required.	SLT/All stakeholders Oct '23	School VVA will reflect our current practice and curriculum. Survey results / feedback widely shared. Learner participation in decision making will be reflected.		
Pupils will develop the 4 capacities of CfE and be able to talk about their learning, the skills they are developing and their next steps.	Review curriculum rationale to reflect our current curriculum – rights/play/skills based learning	SLT/stakeholders Jun '24	Updated Curriculum Rationale reflects current values and practice.		

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:		Fiona Dunlop HT /Catriona Logan DHT			
Carry forward:	-£90	Total Allocation:	£5400	Total:	£5310

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2024-25

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?
Detailed throughout SIP						