



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

**Communities and Education Directorate**

# **Glebe Primary School**

**Improvement Plan**

**2023-2024**



### Vision, Values and Aims

#### VISION

At **Glebe Primary** we strive for **Excellence and Equity** for all Learners to ensure that every child in our school is enabled to reach his/her full potential. We want our pupils to feel safe, happy and be given every opportunity to develop their individual skills and talents. We want the very best for our pupils, now and in the future.

#### VALUES

At **Glebe Primary** we strive for **Excellence and Equity** for all Learners through the school **values** of **Creativity, Kindness, Responsibility and Respect**.

#### AIMS

At **Glebe Primary** we aim to;

- *Raise standards of attainment and achievement for all by providing a variety of stimulating opportunities and experiences to maximise potential for all pupils.*
- *Maintain the positive ethos within Glebe Primary by providing an inclusive, safe and nurturing learning environment.*
- *Equip children with the skills for life now and in the future.*
- *Promote education as an active partnership within school, with parents/carers and the wider community.*

These aims will be supported by a programme of self-evaluation, planning, school policies/guidelines and by maintaining and developing our partnership with parents/carers and the local community.

Our self-evaluation is based on HGIOS 4 and North Ayrshire's Quality Improvement framework. We measure standards of quality by:

- Collecting a range of data and interrogating this.
- Making direct observations.
- Gathering relevant documentation.
- Obtaining stakeholders views.
- Reviewing the previous School Improvement Plan and evaluating progress and identifying our next steps.

### 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 – To continue to raise attainment for all learners in numeracy and maths.

#### Strategic Objective:

Learners will continue to develop competency and fluency in all areas of numeracy and mathematics developing skills to analyse and problem solve.

#### 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

##### HGIOS & 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

Our data suggests strong progress across the school. Attainment data for Glebe PS 22-23 is as follows (XXXX Insert Table) Further work on this area will improve attainment further.

Our self-evaluation and rigorous quality assurance has shown that we require to develop mental maths skills consistently across the school. Further staff development is required in this area.

PEF will be used to continue to fund Classroom Assistants (x2 0.8). Staff will be used to support targeted interventions which will be utilised to close the gap in attainment and support learning and teaching in numeracy and maths across the school.

### PRIORITY 1: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences &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>
<p>Children will be more confident and fluent in numeracy.</p> <p>Children will be able to discuss learning more competently.</p>	<ul style="list-style-type: none"> <li>Collegiate sessions led by the DHT to ensure all members of staff will continue to develop their skills in teaching 'Number Talks' by engaging in Professional Learning focused on embedding Number Talk methodologies for mental addition, subtraction, multiplication and division.</li> <li>Collegiate sessions led by the DHT to implement and embed the development of Big Maths interactive sessions across the school.</li> <li>Continue to develop High Quality assessments to support teacher judgements.</li> </ul>	<p>DHT Aug 23- Dec 23</p> <p>DHT Aug 23- Dec 23</p> <p>PT(LS) Aug 23 – Jun 24</p>	<ul style="list-style-type: none"> <li>Arithmetic Assessments data will improve over time.</li> <li>Diagnostic and baseline assessments for all stages will be utilised 3 times per year and progression will be monitored and discussed at tracking and separate data meetings.</li> <li>SNSA data will show improvement in attainment and support teacher professional judgement in CfE data.</li> <li>CfE attainment will continue to increase at all stages.</li> <li>Almost all pupils from sample groups of pupils from P1/4/7 will demonstrate increased understanding, confidence and application of mental strategies. (DHT pre/post</li> </ul>		<p>CA's:</p> <p>Mr Rogerson: £8903.82 (0.4)</p> <p>Mrs Lamb £16, 395.33 (0.8)</p>

## NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

### School/EYC Improvement Plan 2023-24

			X3 per year assessment data)		
<p>Children's attainment will rise and data will show they are making progress.</p> <p>Children will have better learning experiences and opportunities in numeracy and maths.</p>	<ul style="list-style-type: none"> <li>• Tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for all learners.</li> </ul>	DHT Aug 23-Jun 24	<ul style="list-style-type: none"> <li>• Quality assurances processes will evidence that numeracy and maths lessons are more engaging for the learner with increased pace and challenge.</li> <li>• Termly tracking evidences an increase in number of pupils on track as the session progresses.</li> </ul>		
<p>Children will have the opportunity for progressive experiences with depth of learning with appropriate challenge and support.</p>	<ul style="list-style-type: none"> <li>• Staff reflect on their needs of learners, actively seeking out and sharing creative practice within and beyond the school.</li> <li>• To embed effective use of work programmes to improve differentiation.</li> <li>• Further develop play pedagogy in P1 –P3 to improve the teaching of Numeracy and Maths.</li> </ul>	<p>DHT Aug 23-Jun 24</p> <p>DHT Aug 23-Jun 24</p> <p>PT (CN)- Aug 23-Jun 24</p>	<ul style="list-style-type: none"> <li>• A range of pupil evidence showing depth and application of practice including; learning walks, classroom observations, pupil's views, parent views, planning tracking and monitoring, jotter audits, floor books, staged intervention plans and intervention trackers will support staff professional judgement, SLT oversight and improve learning, teaching, and assessment.</li> </ul>		

## NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

### School/EYC Improvement Plan 2023-24

<p>Parents/Carers will be able to better support pupil progress in numeracy and maths.</p>	<ul style="list-style-type: none"> <li>• Embed family learning Numbertalk sessions into practice and provide a SWAY for parents to support them in helping their children develop their skills in mental agility.</li> <li>• Family learning activities related to Numeracy and Maths shared via information leaflets, videos and the school twitter account.</li> <li>• Numeracy and Mathematics Workshops (Learning Café) to support families in supporting their children</li> </ul>	<p>DHT Nov 23</p> <p>PT (LS) Aug 23-Jun 24</p> <p>DHT/CT's Aug 23-Jun 24</p>	<ul style="list-style-type: none"> <li>• Increased parent/carer engagement in numeracy and maths – learning cafes, parent information/training sessions.</li> <li>• Parent/carer survey data will show increased confidence in supporting their child with numeracy and maths – (pre/post x2 sessions)</li> </ul>		
<p>Children will have the opportunity to take part in wider numeracy and maths initiatives to offer challenge.</p>	<ul style="list-style-type: none"> <li>• Participate in National Numeracy initiatives to further develop pupil's numeracy skills and raise awareness of the importance of numeracy.</li> </ul>	<p>DHT Aug 23-Jun 24</p>	<ul style="list-style-type: none"> <li>• Pupil participation percentages</li> <li>• Individual pupil awards – bronze/silver/gold.</li> </ul>		

### PRIORITY 2 - To continue to raise attainment for all learners in literacy

#### Strategic Objective:

Learners will increase their attainment in literacy. They will improve skills in reading, writing, listening and talking, and use these skills effectively across 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

Our data suggests strong progress across the school. Attainment data for Glebe PS 22-23 is as follows (XXXX Insert Table). Further work on this area will improve attainment further.

Our self-evaluation and rigorous quality assurance has shown that we require to develop a new spelling, grammar and handwriting programmes.

PEF will be used to continue to fund Classroom Assistants (x2 0.8). Staff will be used to support targeted interventions which will be utilised to close the gap in attainment and support learning and teaching in Literacy across the school.



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>
<p>Pupils needs will be better met through new and creative teaching strategies.</p> <p>Children will experience high quality learning experiences in literacy across the school.</p> <p>Children’s attainment will rise and data will show they are making progress.</p> <p>Children will be able to apply spelling rules to all forms of writing.</p> <p>Improve handwriting skills to enable pupils to think about the words, how they are spelt and the structure of their writing.</p> <p>Pupils will confidently work more collaboratively with others and support each other learning.</p> <p>There will a clear rationale for the school’s approach to reading,</p>	<p>To improve learning and teaching by:</p> <ul style="list-style-type: none"> <li>➤ Tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for learners.</li> <li>➤ Invest in new resources to support a consistent approach to teaching handwriting, spelling and grammar across the school.</li> <li>➤ Further develop Oracy skills across the school</li> <li>➤ Further develop play pedagogy in P1-P3 to improve the teaching of Literacy.</li> <li>➤ Continue to develop High Quality assessments to</li> </ul>	<p>PT CN – Aug 23 – Jun 24</p> <p>HT/DHT- Aug 23 – Jun 24</p> <p>CT – Aug 23- Jun 24</p> <p>PT (CN) CT’s- Aug 23-Jun 24</p> <p>PT (LS)– Aug 23 – Jun 24</p>	<ul style="list-style-type: none"> <li>• Diagnostic and baseline assessments for all stages will be utilised 3 times per year and progression will be monitored and discussed at tracking and separate data meetings.</li> <li>• SNSA data will show improvement in attainment and support teacher professional judgement in CfE data.</li> <li>• CfE attainment will continue to increase at all stages.</li> <li>• Almost all pupils from sample groups of pupils from P1/4/7 will demonstrate increased understanding, confidence and application of spelling and reading (PT pre/post X3 per year assessment</li> </ul>		<p>Literacy Resources – Nelson Schemes £3,476</p> <p>CA’s: As per Priority 1</p> <p>PT – Literacy £6, 647.55</p>

### School/EYC Improvement Plan 2023-24

<p>including whole school and class expectations, which will result in consistency of practice for pupils. Pupils will report an increase in confidence in their reading skills, using listening and talking, and reading strategies, to understand, analyse and evaluate texts.</p> <p>Children will have the opportunity for progressive experiences with depth of learning with appropriate challenge and support.</p>	<p>support teacher judgements.</p>		<p>data – PM Benchmarking)</p> <ul style="list-style-type: none"> <li>• Staff questionnaire pre and post on the uses of Oracy and impact.</li> </ul>		
<p>Ensure pupils who meet the definition for Dyslexia are identified and supported in their learning.</p>	<ul style="list-style-type: none"> <li>• Continue to embed a range of assisted technologies to support pupils with Dyslexia and literacy difficulties.</li> </ul>	<p>DHT/PST– Aug 23 – Jun 24</p>	<ul style="list-style-type: none"> <li>• CfE attainment data will continue to increase at all stages.</li> <li>• Targeted intervention data shows positive impact.</li> </ul>		
<p>Parents/Carers will be able to better support pupil progress in reading, writing, spelling, listening and talking.</p> <p>As we share learning with families parents will be able to better support pupil progress in literacy.</p>	<ul style="list-style-type: none"> <li>• Family learning activities related to literacy will be shared via information leaflets, videos and the school twitter account.</li> <li>• Literacy Workshops (Learning Café) to support families in supporting their children.</li> </ul>	<p>PT (LS) Aug – Jun 24</p> <p>PT/CT's Aug 23-Jun 24</p>	<ul style="list-style-type: none"> <li>• Increased parent/carer engagement in literacy – learning cafes, parent information/training sessions.</li> <li>• Parent/carer survey data will show increased confidence in supporting their child with their literacy skills– (pre/post x2 sessions)</li> </ul>		
<p>Children will develop an enthusiasm for reading.</p> <p>There will be increased pupil engagement with new texts and e-</p>	<ul style="list-style-type: none"> <li>• Continue to promote a culture of reading for enjoyment across the school.</li> </ul>	<p>PT's Aug 23- Jun 24</p>	<ul style="list-style-type: none"> <li>• A range of pupil evidence e.g. Learning walks, classroom observations, pupil's views, planning tracking and monitoring</li> </ul>		

## School/EYC Improvement Plan 2023-24

<p>books available for use at school and at home.</p> <p>Pupils will have more opportunities to read; TRIC, ERIC, Reading Buddies. Class libraries and enriched literacy environments will promote a positive reading culture.</p>			<p>and staged intervention plans, showing increased engagement and enthusiasm for reading and an improved reading culture across the school.</p> <ul style="list-style-type: none"> <li>• Pre-Post survey data – Aug and May reading engagement survey – Forms P3-P7.</li> </ul>		
<p>Children will improve writing skills including sentence structure across the school.</p> <p>Children will have more opportunities to write independently, write more often and have a choice in about what they write.</p>	<ul style="list-style-type: none"> <li>• All members of staff will continue to develop their practice through peer observations and training in writing to improve the creativity and stamina.</li> <li>• All staff will develop their ability to improve writing across the school using PM Writing and a great range of stimuli to support their ideas and writing skills.</li> <li>• Staff reflect on their own practice and work collaboratively with others to build capacity to meet the needs of learners; actively seeking out and sharing good practice within and beyond the school</li> </ul>	<p>PT(CN)/DHT/HT – Aug 23- Jun 24</p> <p>PT (CN) - Aug 23 – Jun 24</p> <p>HT– Aug 23 – Jun 24</p>	<ul style="list-style-type: none"> <li>• Diagnostic and baseline assessments for all stages will be utilised 3 times per year and progression will be monitored and discussed at tracking and separate data meetings.</li> <li>• SNSA data will show improvement in attainment and support teacher professional judgement in CfE data.</li> <li>• CfE attainment will continue to increase at all stages.</li> <li>• Use the Scottish Criterion scale to assess and moderate writing consistently across the school.</li> </ul>		

### PRIORITY 3 – To increase creative approaches to teaching and learning and give further opportunities for learner participation

#### Strategic Objective:

Staff will develop creative teaching approaches to further engage pupils in their learning including increased opportunities for play, outdoor learning and digital technologies. Children will be further involved in leading 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

##### 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

Research has demonstrated that engaging children in the learning process increases their attention and focus and motivates them to engage in higher-level critical thinking. Increasing creative teaching and learning approaches will fully engage all learners.

Developing creativity will improve learning experiences for all learning styles and support pupil engagement. This will help increase attendance levels for disengaged learners.

PEF money will be used to fund staff training on Outdoor Learning and Engagement and further fund outdoor resources.

### 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>
<p>Children will experience high quality and engaging learning experiences across the curriculum.</p> <p>Children’s attainment will rise and data will show they are making progress.</p> <p>Outdoor learning acts as a rich stimulus for creative thinking and learning. This will give our pupils opportunities for challenge, enquiry and critical thinking.</p> <p>Children will be able to learn transferrable skills and understanding the relevance of these to everyday life.</p>	<p><i>Creative Teaching, Learning and Assessment</i></p> <ul style="list-style-type: none"> <li>Staff to work with an external agency to help support and explore engagement in practice.</li> </ul> <p><b>Play:</b></p> <ul style="list-style-type: none"> <li>Create a play pedagogy based approach in P1 to develop pupil independence and creative thinking skills.</li> <li>Collegiate time allocated for staff development in play based approaches</li> <li>Staff to develop more creative learning opportunities through IDL .e.g. Whole staff Roman brainstorm.</li> <li>Provide regular opportunities for P2-P7</li> </ul>	<p>HT Aug 23 – Jun 24</p> <p>HT/CT's - Aug 23 – Jun 24</p> <p>HT/CT's - Aug 23 – Jun 24</p> <p>DHT's - Aug 23 – Jun 24</p> <p>DHT- Aug 23 – Jun 24</p>	<p>Staff questionnaire pre and post intervention.</p> <p>Pupils will be more independent in their learning Staff will increase in their confidence on play based learning</p> <p>Collegiate calendar will show increased time allocated to CLPCL for play based approaches.</p> <p>A range of pupil evidence showing depth and application of practice including; learning walks, classroom observations, pupil’s views, parent views, planning</p>		

## NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

### School/EYC Improvement Plan 2023-24

	<p>pupils to experience exciting learning opportunities. E.g. Cooking, digital technology, science experiments etc.</p> <ul style="list-style-type: none"> <li>Invest in new resources to support creative teaching approaches. E.g Science equipment.</li> </ul> <p><b>Outdoor Learning:</b></p> <ul style="list-style-type: none"> <li>Collegiate time allocated for staff development in Outdoor Learning. E.g. Staff to scrutinise IDL planners and generate ideas for more outdoor learning opportunities</li> <li>Staff to engage with Education Scotland outdoor learning resources to assist planning.</li> <li>All staff to work collegiately to buy and develop resources to support outdoor learning opportunities</li> <li>All stages will participate in a fortnightly outdoor classroom day.</li> <li>Staff to create Outdoor Risk Benefit/Risk</li> </ul>	<p>PT (LS) - Aug 23 – Jun 24</p> <p>PT (LS) - Aug 23 – Jun 24</p> <p>PT (LS) - Aug 23 – Jun 24</p> <p>PT (LS) - Aug 23 – Jun 24</p> <p>PT (LS) - Aug 23 – Jun 24</p> <p>PT (LS) /CT's - Aug 23 – Jun 24</p>	<p>tracking and monitoring, jotter audits, floor books, staged intervention plans and intervention trackers will support staff professional judgement, SLT oversight and improve learning, teaching, and assessment.</p> <p>Quality assurances processes will evidence more outdoor learning opportunities, learning walks, pupil and staff questionnaire, forward plan monitoring, classroom observations.</p> <p>Quality assurances processes will evidence more outdoor learning opportunities, learning walks, pupil and staff questionnaire, forward plan monitoring, classroom observations.</p> <p>Evidence in forward planning and monitoring quality assurance processes.</p> <p>Bank of Risk Assessments quality assured by SLT.</p>		
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<p>Ensure all pupils have better access and use of digital technologies to support their learning in a creative way.</p>	<p>Assessments for outdoor play.</p> <p><b>Digital Technologies:</b></p> <ul style="list-style-type: none"> <li>• Collegiate time allocated for staff development in the uses of Digital Technologies in literacy/Numeracy lessons to support and challenge children in their learning, including the use of LBQ, Geotagging, Green Screening to raise attainment.</li> <li>• Staff to engage with the Education Scotland Digital Learning framework</li> </ul>	<p>DHT/CT (CS) - Aug 23 – Jun 24</p> <p>HT/DHT/CT's - Aug 23 – Jun 24</p>	<p>Cluster Digital Technologies moderation processes. Staff questionnaire on technology development CLPL/ Staff Meetings based on development of technology. A range of pupil evidence e.g. learning walks, classroom observations, pupil's views</p>		
<p>Children to be further involved at the planning stages of their learning across the curriculum.</p> <p>Children to become more independent in their learning.</p> <p>Children to continue experiencing a range of leadership opportunities in class and across the school.</p>	<ul style="list-style-type: none"> <li>• Staff to provide opportunities for children's voice to be captured to ensure personalisation and choice across the curriculum.</li> <li>• Staff to use MTV strategies to capture children's voice, prior knowledge and interests across the curriculum.</li> <li>• Staff to encourage opportunities for</li> </ul>	<p>PT (CN) Aug 23 – Jun 24</p> <p>PT (CN) Aug 23 – Jun 24</p> <p>PT (CN) Aug 23 – Jun 24</p>	<p>Use of MTV strategies evidenced in classroom displays, children discussing their learning, Classroom Monitoring and Forward Plan quality assurance.</p> <p>A range of pupil evidence e.g. Learning walks, classroom observations, pupil's views,</p>		

## NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

### School/EYC Improvement Plan 2023-24

	<p>independent learning across the week e.g. free writing, play based activities</p> <ul style="list-style-type: none"> <li>JRSO's will lead the Road Safety trail blazers campaign and help implement the updated school travel plan</li> <li>HGIOURS Group will work with the SLT to drive forward School Improvement priorities and support the staff in self-evaluation.</li> <li>Digital Leaders Group will supports our developments in driving forward the use of technologies.</li> <li>P.7 pupils will participate in the John Muir Award to actively lead a campaign to encourage sustainability</li> <li>P.7 pupils will participate in Junior Coaching and use their skills to effectively lead activities (Active Schools).</li> </ul>	<p>CT'S (JM)Aug 23 – Jun 24</p> <p>HT/DHT Aug 23 – Jun 24</p> <p>CT's Aug 23 – Jun 24</p> <p>PT (LS)CT's Aug 23 – Jun 24</p> <p>PT(CN)/CA's Aug 23 – Jun 24</p>	<p>forward plan monitoring and increased percentages of pupils leading learning evidence in pupil questionnaires.</p> <p>Updated travels plan, data from surveys based on travelling to school.</p> <p>Pupil version of SIP on display in the front entrance. Increased opportunities for pupils to drive forward SIP priorities and have pupil voice.</p> <p>Almost all pupils from sample groups of pupils from P1/4/7 will demonstrate increased understanding of SIP priorities, digital skills of both staff and pupils will improve. All pupil in P7 will achieve the John Muir award.</p> <p>P7 will lead sports development/coaching. Active Schools and In school data will show increase in participation levels.</p>		
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### School/EYC Improvement Plan 2023-24

<p>Children to become better global citizens and develop a deeper understanding of their place in the world.</p> <p>Children to recognise how their actions have an effect on their local environment and the planet as a whole.</p>	<p><i>Learning for Sustainability:</i></p> <ul style="list-style-type: none"> <li>• Ensure learning for sustainability is visible across the curriculum related to all classes IDL's</li> <li>• Implement a whole school approach to sustainability promoting reducing waste, reusing and recycling materials.</li> <li>• Staff to provide regular opportunities to discuss current issues related to sustainability. E.g. Flooding, climate change.</li> <li>• Staff to link weekly RRS lessons and activities to raise awareness of sustainable development goals.</li> <li>• Create a programme of sustainability priorities including homework and assemblies, led by RRS/LFS committees, to be shared with parents/carers. E.g. Food Waste February</li> <li>• Develop partnerships with local community and environmental groups including Irvine beach clean, Irvine clean-up crew and</li> </ul>	<p>PT(CN)/CT Aug 23 – Jun 24</p> <p>PT(CN)/CT Aug 23 – Jun 24</p> <p>PT(CN)/CT Aug 23 – Jun 24</p> <p>PT(CN)/CT Aug 23 – Jun 24</p> <p>PTS/CT Aug 23 – Jun 24</p> <p>DHT Aug 23 – Jun 24</p>	<p>A range of pupil evidence showing depth and application of practice including; learning walks, classroom observations, pupil's views, parent views located on IDL planners, planning tracking and monitoring, jotter audits, floor books, SLT oversight and improve learning, teaching, and assessment.</p> <p>Assembly calendar with a clear month focus on sustainability. Pupils able to confidently talk about sustainable goals and a focus in IDL learning of sustainability.</p> <p>Create a DYW support list, liaising with local businesses and charities to support teaching and learning. Twitter account will evidence working with agencies.</p>		
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## NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

### School/EYC Improvement Plan 2023-24

	<p>North Ayrshire Street Scene etc.</p> <ul style="list-style-type: none"> <li>P5/6 will take part in the Connected Classroom project.</li> </ul>	<p>CT Aug 23 – Jun 24</p>			
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## 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.

<b>PEF contact - HT or DHT with responsibility for the plan:</b>					
<b>Carry forward:</b>		<b>Total Allocation:</b>		<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?
Embedding whole school nurture approaches to support children, young people and their families	<p>Pupils will be able to discuss nurture in a knowledgeable and informed way and how it looks in our school e.g. what a safe space looks like</p> <p>Children will become more confident in talking about and managing their emotions to enable learning to take place.</p>	<ul style="list-style-type: none"> <li>➤ Focus on 1/2 nurturing principles. Staff will self-evaluate using the observation profiles in the Applying Nurture Framework.</li> <li>➤ Parents/Carers to be made aware of Whole School Nurture approaches during learning conversations</li> <li>➤ Staff will take part in nurture related</li> </ul>	NT/CT's – Aug 23- June 24		<p>Evidence from Boxall data</p> <p>PASS surveys</p> <p>Questionnaires – staff/pupils/parents</p> <p>Self-Evaluations</p>	

# NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

## School/EYC Improvement Plan 2023-24

		<p>professional learning within the school</p> <p>Pupil views gathered on nurturing approaches and ideas taken forward where appropriate</p>				