



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

**Education Directorate**  
**Glebe Primary School**  
**Improvement Plan**  
**2024-2025**



## 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

**Strategic Objective:** To enrich the quality of learning experiences and raise attainment through enhanced pedagogy and curriculum development.

#### 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

*Writing attainment for last session was 81.4% in P1, 73.8% in P4 and 79.1% in P7. Since Covid more children are presenting at Glebe with speech and language difficulties and are reluctant to read or write. Research shows that in order to improve writing, children require to work on listening and talking skills and would benefit from specific lessons in Oracy and consistency in the teaching of Oracy across the school. We need to revisit the practice and pedagogy within the school to ensure there is a consistent approach which should impact positively on Reading and Writing attainment.*

*Furthermore self-evaluation and quality assurance indicates that pupils are not always able to apply learnt skills in literacy and numeracy and maths independently or use the correct concept/strategy to solve problems when encountered in other curricular areas e.g. science. Work on the 4 contexts for learning should drive improvements in this area.*

## 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)
<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 have increased opportunity to participate in progressive Literacy, Numeracy and Maths experiences with depth of learning and appropriate challenge and support.</p>	<p>Departmental curriculum development time will be used to ensure a collegiate approach to creating engaging and progressive experiences across the curriculum, specifically focussing on the 4 contexts for learning. This will ensure learning is meaningful, shows depth, progression, challenge and breadth at each stage.</p> <p>Audit and review practice, assess need for change, plan for change, develop content, implement change, review and revise practice.</p> <p>Planning, including IDL planning, will evidence a greater focus on creativity and play pedagogy, which should provide pupils with open-ended Literacy and Numeracy/Maths experiences/challenges. PSAs to be utilised to support learners and raise attainment.</p>	<p>CTs led by PT and PEF PT Aug 24-Jun 25</p> <p>CTs led by PT and PEF PT Aug 24-Jun 25</p> <p>CTs led by PT and PEF PT Aug 24-Jun 25</p>	<ul style="list-style-type: none"> <li>• A range of quality assurance processes will evidence that Literacy and Numeracy and Maths experiences are more engaging for the learner. This includes:               <ul style="list-style-type: none"> <li>• SLT learning walks (1 per term)</li> <li>• Planning, tracking and monitoring (1 per term, SLT monitoring evidence/feedback)</li> <li>• National assessment data (SOFA/GL/SNSA)</li> </ul> </li> <li>• Data collected using Pre/Post Leuven Scale shows increased levels of engagement of children learning through play.</li> </ul>	<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><b>PEF PT £6240.62</b></p>

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

	<p>PST to create training calendar for PSA to ensure they are trained to deliver interventions.</p> <p>PSAs will work with identified individuals/groups of learners on specific interventions.</p>	<p>DHT &amp; PST Aug 24-Jun 25</p>	<ul style="list-style-type: none"> <li>Tracking meetings will evidence increased numbers of pupils on track.</li> <li>Pre/post intervention and assessment data from specific interventions e.g. 5 minute box will be used to evidence impact.</li> <li>PSA self-evaluation will evidence increase in knowledge, understanding and improved skill of implementation when delivering interventions.</li> </ul>	<p><b>0.2 PSA</b> <b>£2870.48</b></p>
<p>Pupils will demonstrate increased understanding, confidence and application of mental strategies and be able to apply what they have learnt in Literacy and Numeracy and Maths to a variety of problem solving challenges / contexts.</p>	<p>High Quality (holistic) assessments will be created to assess pupil progress and evidence pupils can apply learning in different contexts.</p> <p>Administer, review and analyse the selected groups' HQ assessments over the three terms. (6 children per cohort, P1, P4, P7)</p>	<p>PEF PT &amp; Numeracy and Maths Working Group &amp; Literacy Working Group Aug 24-Jun 25</p>	<ul style="list-style-type: none"> <li>Almost all pupils from sample groups of pupils from P1/4/7 will demonstrate increased understanding, confidence and application in completing a HQ assessment linked to IDL and assessing Literacy and Numeracy and Maths, over the course of the 3 assessments. (1 per term)</li> <li>SOFA/GL/SNSA data will show improvement in attainment and support teacher professional judgement in CfE data.</li> </ul>	<p><b>PEF PT</b> <b>As Above</b></p>
<p>Children will improve writing skills including sentence structure</p>	<p>CTs to provide daily opportunities for children to write or free write. E.g. news, freewriting, Pobble sentences, editing activities etc.</p>	<p>DHT &amp; CTs Aug 24-Jun 25</p>	<ul style="list-style-type: none"> <li>Planning, tracking and monitoring will show increased opportunities for writing.</li> </ul>	<p><b>PEF CT</b> <b>£42990.44</b></p>

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

<p>and spelling, and have increased opportunities to write independently, write more often and have a choice in what they write.</p>	<p>Children will complete writing assessments 3 times per session.</p> <p>CTs will analyse to identify gaps in learning and to ensure pace and challenge appropriate interventions will be put in place to support and challenge learners.</p> <p>PEF Teacher and PST to support writing in P5, P5/6, P6 &amp; PSAs to be utilised to support learners and raise attainment.</p> <p>Literacy Working Party to audit, review and moderate sample writing pieces (using Scottish Criterion Scale) across the school sharing results with colleagues to support teacher professional judgement. (1 per session and 1 in-service)</p> <p>Literacy Working Party to audit, review and update the Writing Consistency Guide, including Feedback.</p>	<p>DHT &amp; CTs Aug 24-Jun 25</p> <p>SLT &amp; CTs Aug 24-Jun 25</p> <p>DHT &amp; PST Aug 24-Jun 25</p> <p>DHT &amp; CT Literacy Working Group Aug 24-Jun 25</p> <p>DHT &amp; CT Literacy Working Group Aug 24-Jun 25</p>	<ul style="list-style-type: none"> <li>• SLT learning walks/classroom observations will show increased engagement in writing. (1 per term)</li> <li>• Aston spelling test will show increased spelling age. (1 per term, P1 from term 2)</li> <li>• Attainment Over Time Trackers will show progression over the session. (1 per term)</li> <li>• Termly tracking will evidence an increase in number of pupils on track as the session progresses. (Data shared at Tracking Meetings)</li> <li>• Updated consistency guides shared with all staff will support staff confidence in their professional judgement.</li> <li>• Planning will evidence consistent approaches to learning and teaching.</li> <li>• Writing feedback will be consistent across the school and pupils will be more aware of targets in writing. Jotter audits will evidence improved practice.</li> </ul>		
<p>Oracy activities and interventions will be embedded in the school's literacy</p>	<p>All staff to receive training on how to develop Oracy and use new resources. Oracy Skills will be prioritised with planned weekly Oracy lessons/activities.</p>	<p>DHT &amp; CTs Aug 24-Jun 25</p>	<ul style="list-style-type: none"> <li>• Pre and post Oracy assessments will demonstrate positive impact on learners.</li> <li>• A range of quality assurance processes will evidence that Oracy is raising attainment in Listening and</li> </ul>		<p><b>Oracy Resources £1514.70</b></p>



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### School/EYC Improvement Plan 2024-25

<p>programme ensuring children with difficulties in speech and language, EAL children and others lacking in confidence will be supported to achieve and grow in confidence.</p>	<p>Staff to develop an understanding of progression of Listening and Talking skills to be taught explicitly to pupils at each stage.</p> <p>Talk Boost will continue alongside Oracy. PSAs to be utilised to support learners and raise attainment.</p>	<p>DHT &amp; CT Literacy Working Group Nov 24</p> <p>DHT &amp; PST Aug 24-Jun 25</p>	<p>Talking, and that Oracy is improving writing, evidenced by;</p> <ul style="list-style-type: none"> <li>➤ SLT learning walks/observations (1 per term)</li> <li>➤ Planning, tracking and monitoring SLT monitoring evidence/feedback (1 per term)</li> <li>➤ Literacy Jotters will show the positive impact of Oracy work e.g. spelling, grammar and writing improvements from previous levels.</li> <li>➤ SOFA/GL/SSNA data will show improvement in attainment and support teacher professional judgement in CfE data.</li> </ul> <ul style="list-style-type: none"> <li>• Pre and post Oracy assessments will demonstrate positive impact on learners.</li> </ul>		<p><b>PEF PSA As Above</b></p>
<p>Pedagogical approaches towards teaching numeracy in P7, as part of the Greenwood Cluster initiative, will lead to children receiving improved mathematics teaching and learning</p>	<p>The Upper School PT will participate in the SWEIC professional learning offer that aims to enhance a range of pedagogical approaches towards teaching numeracy in P7.</p> <p>The PT will participate in 6 SWEIC training sessions, which will lead to the design of lessons around algebraic thinking.</p> <p>P7 Teachers will deliver engaging lessons to pupils that include a range of concrete, pictorial and abstract (CPA) resources, active learning will be embedded alongside formative assessment. 4 tasks will be created within the cluster between</p>	<p>PEF PT Sep 24 – Jun 25</p> <p>SWEIC sessions via Microsoft Teams on: 12<sup>th</sup> September, 7<sup>th</sup> November, 16<sup>th</sup> January, 20<sup>th</sup> March, 8<sup>th</sup> May and 5<sup>th</sup> June.</p>	<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>• Cluster tasks will be moderated and staff evaluation will show increased confidence in planning and delivering content.</li> </ul>		<p><b>PEF PT As Above</b></p>



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### School/EYC Improvement Plan 2024-25

experiences in class.	September – October, November – January, March – May and May – June.				
Parents/Carers will have a better understanding of how we teach numeracy and maths enabling families to better support their children’s progress in numeracy and maths.	<p>Pupil Numbertalk lessons/recordings shared with families to support parents/carers understanding of how we teach and how we learn in numeracy and maths. Parents/Carers will be asked to complete an evaluation which will be analysed. (PEF CT Leadership Time)</p> <p>Staff will deliver Numeracy and Mathematics Workshops to enable families to support their children’s learning. (PEF CT Leadership Time)</p>	<p>CT Numeracy and Maths Working Group Aug 24-Jun 25</p> <p>PT, PEF PT &amp; P1, P4, P7 CTs Aug 24-Jun 25</p>	<ul style="list-style-type: none"> <li>Parent/Carer evaluations will evidence parents/carers have engaged with the Numbertalk lessons/recordings and almost all parents/carers will report they have found them useful for supporting their children.</li> <li>Parents/carers will engage with the workshops and pre/post workshop evaluation data will be positive.</li> </ul>		<p><b>PEF CT As Above</b></p> <p><b>PEF CT As Above</b></p>
Children will be assessed after key concepts have been taught to identify gaps in learning and to ensure pace and challenge. Appropriate interventions will be put in place to support and challenge learners.	<p>Numeracy and Maths Working Party to audit and review Arithmetic and Problem Solving &amp; Reasoning Assessments alongside the Numeracy and Maths Pathways to ensure they are progressive and linked to what has been taught and should be assessed.</p> <p>PSAs to be utilised to support learners and raise attainment. PST to create training calendar for PSA to ensure they are trained to deliver interventions. PSAs will work with identified individuals/groups of learners on specific interventions.</p>	<p>CT Numeracy and Maths Working Group Aug 24-Jun 25</p> <p>DHT &amp; PST Aug 24-Jun 25</p>	<ul style="list-style-type: none"> <li>Arithmetic and Problem Solving &amp; Reasoning Assessments data will improve over time. (Data shared at Tracking meetings)</li> <li>Termly tracking will evidence an increase in number of pupils on track as the session progresses. (Data shared at Tracking meetings)</li> <li>Tracking meetings will evidence increased numbers of pupils on track.</li> <li>Pre/post intervention and assessment data from specific interventions e.g. 5 minute box will be used to evidence impact.</li> <li>PSA self-evaluation will evidence increase in knowledge, understanding and improved skill of</li> </ul>		<p><b>PEF PSA As Above</b></p>

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

			implementation when delivering interventions.		
<p>A clear rationale for the school's approach to reading, including whole school and class expectations, 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>Literacy Working Party to audit, review and update the Reading Consistency Guide, including Feedback.</p> <p>CTs to use PM Benchmarking to assess identified individuals /groups off track. September 2024.</p> <p>CTs to use PM Benchmarking to assess identified individuals /groups and Whole class (or sample pupils from top groups) March 2024. (PEF CT Leadership Time)</p>	<p>DHT &amp; CT Literacy Working Group Nov 24</p> <p>DHT &amp; CTs Sept 24</p>	<ul style="list-style-type: none"> <li>Updated consistency guides shared with all staff will support staff confidence in their professional judgement.</li> <li>Planning will evidence consistent approaches to learning and teaching.</li> <li>CTs to use PM Benchmarking to assess selected pupils September 2024 and all pupils (or sample from top groups) in March 2025. Data will be compared to March 2024 and evidence impact of improved reading attainment as well as identify next steps.</li> <li>Termly tracking will evidence an increase in number of pupils on track as the session progresses. (Data shared at Tracking meetings)</li> <li>SNSA data will show improvement in attainment and support teacher professional judgement in CfE data.</li> </ul>		<p><b>PEF CT As Above</b></p>
<p>Pupils from across P1-3 will receive targeted instruction from a class teacher, literacy intervention teacher, and</p>	<p>The Infant School PT will participate in the PLA professional learning offer - a literacy intervention delivered to P1-3, including standardised assessments.</p> <ul style="list-style-type: none"> <li>P1 – POLAR resource</li> <li>P2 – OSELA</li> <li>P3 – Running Record, Retell, Dictated sentence, BAS3 (tbc)</li> </ul>	<p>Infant PT (intervention teacher) &amp; P1-3 staff</p> <p>Aug 24 - Jun 25 19<sup>th</sup> &amp; 20<sup>th</sup> Aug – Intervention teacher to PLA for training.</p>	<ul style="list-style-type: none"> <li>The intervention teacher will carry out pre- and post- assessments to capture data. Data will show improvement in attainment and support teacher professional judgement in CfE data.</li> </ul>		<p><b>PEF CT As Above</b></p> <p><b>0.2 PSA As Above</b></p>

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

<p>classroom assistant.</p> <p>Pupils will become more independent and engaged readers through guided reading lessons that include a word study, strategy, and comprehension focus.</p>	<p>Electronic book graphs will be used to track progress in reading. This will help teachers respond quickly when children are not able to move beyond an area of difficulty.</p> <p>The intervention teacher will take running records out with the lesson time to ensure children are reading at their instructional reading level.</p>	<p>Term 1 21<sup>st</sup> Aug – 4<sup>th</sup> Sep Intervention teacher to carry out assessments.</p> <p>Term 1 &amp; Term 2 Intervention teacher to attend PLA fortnightly. PLA Lead PT to carry out visits to classes to support implementation and to team teach.</p> <p>Term 3 &amp; Term 4 Intervention teacher will have 2 further sessions at PLA (Focus TBC)</p>	<ul style="list-style-type: none"> <li>• Randomised assessments from a sample of children from various groups will be tracked and monitored to show progression.</li> </ul>		
<p>Children will be encouraged to use digital platforms to develop their numeracy and maths skills and develop a love of numeracy and maths.</p>	<p>CTs to promote and provide opportunities to engage with digital platforms including; Sumdog across P1-7 and LBQ across P4-7.</p> <p>CTs to provide weekly opportunities for children to engage with digital platforms in numeracy and maths. (Evidenced in planning)</p> <p>CTs to promote/share digital platforms and competitions for homework.</p>	<p>CTs Aug 24-Jun 25</p>	<ul style="list-style-type: none"> <li>• A range of quality assurance processes will evidence that children are regularly engaging with digital platforms. This includes: <ul style="list-style-type: none"> <li>➢ SLT learning walks/observations showing children using digital platforms in line with learning intentions. (1 per term)</li> <li>➢ Planning, tracking and monitoring evidence/feedback will show staff are embedding the use of digital platforms in practice. (1 per term)</li> <li>➢ LBQ, Sumdog and other digital platforms will be tracked and monitored for usage (1 per term)</li> </ul> </li> </ul>		

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

<p>Children will have the opportunity to take part in wider numeracy and maths initiatives to offer challenge.</p>	<p>CTs to promote/provide opportunity for participation in National Numeracy initiatives to further develop pupil's numeracy skills and raise awareness of the importance of numeracy.</p> <p>CT Numeracy and Maths Working Group to share and promote numeracy competitions/ events/initiatives e.g. Sumdog. Maths Week Scotland.</p> <p>CTs to ensure children have the opportunity to participate/engage with competitions/ events/initiatives.</p>	<p>CT Numeracy and Maths Working Group Aug 24-Jun 25</p>	<ul style="list-style-type: none"> <li>• All classes will participate in Maths Week Scotland and pupil feedback at the Maths Week Assembly will show a positive impact.</li> <li>• Every class will participate in at least one local/national competition raising the profile of maths across the school.</li> </ul>		
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### PRIORITY 2

**Strategic Objective:** To ensure the curriculum is accessible for all and improve wellbeing, engagement, and attendance through enhancing the curriculum, with relevant resources, and creative play, outdoor learning and digital experiences.

#### 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 | 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

*Over the last few years there has been an increasing number of parental concerns and requests for assistance around health and wellbeing, impacting on attendance, and in general, a lack of engagement with the curriculum for many children. Although attendance was 93% for the year, anxiety, school refusal and lack of engagement appeared to be the reason for non-attendance.*

*The introduction of the National Health and Well-Being policy has led us to look at developing our curriculum to make it more engaging for learners and accessible for all. Increased focus on play pedagogy, outdoor learning, and improved digital learning should improve pupil wellbeing and attendance, which should have a positive impact on attainment. Lastly, stakeholder consultation around school improvement planning and use of PEF strongly advocates a request for outdoor learning and play.*

## 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)
<p>Specifically, what will change for our learners?</p>	<p>How will we achieve this? What do we plan to do?</p>	<p>What are our timescales? Who will lead?</p>	<p>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.</p>	<p>How do we know that the experiences &amp; outcomes for learners have improved? What does the data tell us which demonstrates impact?</p>	<p>Please enter the cost to the nearest £</p>
<p>Children will experience high quality and engaging learning experiences across the curriculum.</p> <p>Children will be able to learn transferrable skills and understand the relevance of these to everyday life.</p>	<p>Departmental curriculum development time will be used to ensure a collegiate approach to creating engaging and progressive experiences across the curriculum (including outdoor learning) specifically focussing on the 4 contexts for learning. (Inset &amp; Collegiate time)</p> <p>Planning, including IDL planning, will evidence a greater focus on creativity and play pedagogy. Pupils should have increased opportunities for personalisation and choice in learning and be able to demonstrate their ability to use learnt skills in a variety of learning contexts.</p> <p>Play/Outdoor Learning Working Party to develop play based learning within the school – focus on environments, planning, L&amp;T and observations.</p> <p>PTs to work with Pupil Committee to feed into this work stream.</p>	<p>(CTs) Led by PT and PEF PT Aug 24-Jun 25</p> <p>(CTs) Led by PT and PEF PT Aug 24-Jun 25</p> <p>PT, PEF PT &amp; CT Play Working Group November 2024</p>	<ul style="list-style-type: none"> <li>• A range of quality assurance processes will evidence that IDL experiences are more engaging for the learner. This includes:               <ul style="list-style-type: none"> <li>➢ SLT learning walks (1 per term)</li> <li>➢ Planning, tracking and monitoring, SLT monitoring evidence/feedback (1 per term)</li> </ul> </li> <li>• Data collected using Pre/Post Leuven Scale shows increased levels of engagement of children learning through play.</li> </ul>	<p style="text-align: center;"><b>PEF CT As Above</b></p>	

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

	<p>Infant Play/Storyland room will be set up and resourced to enhance learning.</p> <p>Upper school Play Zones will be set up and resourced to enhance learning.</p>		<ul style="list-style-type: none"> <li>• A range of quality assurance processes will evidence increased opportunities for play including provocations. <ul style="list-style-type: none"> <li>➢ SLT learning walks (1 per term)</li> <li>➢ Planning, tracking and monitoring SLT monitoring evidence/feedback (1 per term)</li> </ul> </li> <li>• Data collected using Pre/Post Leuven Scale shows increased levels of engagement of children learning through play. <ul style="list-style-type: none"> <li>➢ Elements of PASS data will evidence increased engagement.</li> </ul> </li> </ul>		<p><b>Play Resources</b> <b>£2000</b></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>Staff to engage with Education Scotland Outdoor Learning resources to assist planning. (Inset &amp; Collegiate time, Professional Reading/podcast)</p> <p>All classes to participate in fortnightly outdoor learning sessions.</p> <p>Play/Outdoor Learning Working party to continue to develop Outdoor Learning resources/plans.</p>	<p>(CTs) Led by PT and PEF PT Aug 24-Jun 25</p> <p>(CTs) Led by PT and PEF PT Aug 24-Jun 25</p> <p>PT, PEF PT &amp; CT Play Working Group Nov 24</p>	<ul style="list-style-type: none"> <li>• Planning will evidence regular opportunities for pupils to learn outdoors (once per fortnight or more)</li> <li>• A range of Quality Assurance processes will show increased opportunities and positive feedback as outdoor learning opportunities increase.</li> <li>• Forms survey data will demonstrate outdoor learning is having a positive impact on pupil wellbeing and pupils are developing a range of skills including critical thinking.</li> <li>• Planning will evidence regular opportunities for pupils to learn outdoors. (once per fortnight or more)</li> <li>• Forms survey data will show staff are more confident in planning outdoor learning and practice is improving across the school.</li> </ul>		



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	<p>PSA Outdoor Learning Groups x 2 weekly. Tracking meetings will identify groups of learners requiring support for wellbeing/ resilience/ confidence etc.</p> <p>Outdoor Family Learning Sessions. Targeted pupils and families to be offered Outdoor Family learning experiences facilitated by school staff and 3<sup>rd</sup> party provider.</p>	<p>DHT &amp; PST Aug 24-Jun 25</p> <p>PEF PT Feb 25-Jun 25</p>	<ul style="list-style-type: none"> <li>• Pre/post intervention wellbeing wheel will be used to evidence impact.</li> <li>• Impact will evidence increased family engagement and improved attendance or wellbeing. (Parent/Carer forms surveys)</li> </ul>	<p><b>PEF PSA As Above</b></p> <p><b>Outdoor Learning Sessions £1000</b></p>
<p>Pupils will have better access to and use of digital technologies to support their learning in a creative way.</p> <p>Digital accessibility features will be used to support learners across the curriculum.</p>	<p>Staff training and support to use digital planners to be more efficient and improve collaboration, as well as improving staff use of digital platforms e.g. OneDrive.</p> <p>DL Coordinator to resource and deliver a digital skills progressive pathway. Planning will evidence weekly digital learning lessons for all classes P1-P7 (PEF CT Leadership Time)</p> <p>Collegiate time allocated for staff development in the uses of Digital Technologies and for staff to embed the new digital skills pathway. Staff to engage with the Education Scotland Digital Learning framework.</p>	<p>Digital Learning Coordinator Aug 24</p> <p>DLC &amp; CTs training Aug 24-Feb 25</p> <p>DLC, PST &amp; CTs Aug 24-Feb 25</p>	<ul style="list-style-type: none"> <li>• New digital planning introduced in August 2024. As staff digital skills improve they will be more able to support pupil digital learning.</li> <li>• A range of Quality Assurance processes will show increase in pupil digital skills. This includes: <ul style="list-style-type: none"> <li>➢ SLT learning walks/classroom observations.</li> <li>➢ Class Projects.</li> <li>➢ Forms survey data will demonstrate pupils are developing a range of digital skills and these skills are transferable.</li> </ul> </li> <li>• Staff CLPL record will evidence raised confidence</li> <li>• New digital planning introduced in August 2024. As staff digital skills improve they will be more able to support pupil digital learning.</li> </ul>	<p><b>PEF CT As Above</b></p>

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<p>The Safer Schools app will be used to share digital learning content with families keeping children safe online.</p>	<p>Staff training to include:</p> <ul style="list-style-type: none"> <li>➤ Creation, delivery and support of digital planning and evaluations for each stage.</li> <li>➤ Audit of current documentation and augmentation for OneNote digital.</li> <li>➤ Audit of available resources. Opportunities for apps like Chatterpix.</li> <li>➤ Use of digital tools and resources to support the teaching of writing and enjoyment of reading.</li> <li>➤ Use of digital technologies to share and record pupil work and achievements.</li> <li>➤ DLC to work with Pupil Committee to feed into this work stream.</li> </ul> <p>CTs to support the use of digital accessibility features or digital devices to increase pace and challenge and / or support learners.</p> <p>Safer Schools app to be launched. (PEF CT Leadership Time) Parents/Carers to attend a Safer Schools workshop. (November Learning Café)</p>	<p>DLC, PST &amp; CTs Oct 24-Feb 25</p> <p>DLC, PST &amp; CTs Oct 24-Feb 25</p>	<ul style="list-style-type: none"> <li>• Digital accessibility features will be used to support identified learners across the curriculum. Tracking meetings will evidence this is having a positive impact on pupil attainment.</li> <li>• Safer Schools App will provide information and training for parents/carers to support children to stay safe online. Children, families and staff will be more confident about how to stay safe online and the impact of popular apps.</li> </ul>		<p><b>PEF CT As Above</b></p>
<p>Children to become better global citizens and develop a deeper</p>	<p>Gold accreditation was scheduled for September 2024. Action plan to be evaluated and completed prior to visit. (PEF CT Leadership Time)</p>	<p>DHT and RRS Lead Aug 24</p>	<p>Pupils Rights Respecting Gold award achieved.</p>		<p><b>PEF CT As Above</b></p>

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<p>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>Staff to link fortnightly RRS lessons and activities to ensure learning for sustainability is visible across the curriculum related to all classes IDL's. Staff to provide regular opportunities to discuss current issues related to sustainability e.g. flooding, climate change.</p>	<p>CTs Aug 24 – Jun 25</p>	<ul style="list-style-type: none"> <li>Class observations and focus groups of pupils will be able to demonstrate they can make links from articles to everyday life.</li> <li>Almost all pupils will demonstrate a positive attitude to inclusivity and diversity. Annual survey data will be positive e.g. Will show increased numbers of pupils feel safe at school.</li> <li>Planning will evidence regular opportunities for pupils to learn about sustainability.</li> </ul>		
<p>Targeted Nurture Interventions will benefit identified pupils both in small groups and 1-1.</p>	<p>Morning Nurture sessions to support P1-3 pupils with wellbeing and support the long-term return to class.</p> <p>Identified pupils to benefit from LIAM/ Art Therapy/ Lego Therapy and other interventions/supports as required.</p>	<p>Nurture Teacher &amp; DHT Aug 24-Mar 25</p> <p>Nurture teacher &amp; DHT Aug 24-Mar 25</p>	<ul style="list-style-type: none"> <li>School nurture data will show positive Boxall data for identified P1-3 pupils.</li> <li>Identified pupils will be supported to return to class fulltime.</li> <li>Pupils will be supported to attend school, attendance will improve and pupils will benefit from in school supports e.g. LIAM training.</li> <li>Pre/post intervention wellbeing wheel will be used to evidence positive impact.</li> </ul>		<p><b>Nurture Resources £300</b></p> <p><b>PEF CT As Above</b></p>
<p>Pupils will benefit from explicit teaching in all 4 organisers of RSHP.</p>	<p>Timeline created for implementation of RSHP in classes and with parents/carers.</p> <p>Programme of content shared with parents/carers. Parents/Carers to attend RSHP workshop. (November Learning Café)</p>	<p>HT Jan 25-Sept 24</p>	<ul style="list-style-type: none"> <li>RSHP delivery timeline will created and shared with parents/carers ensuring families are able to support their children in this area of the curriculum.</li> <li>Attendance level at parent/carer presentation will show positive levels of engagement.</li> </ul>		



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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>		HT E Sanderson	
<b>Carry forward:</b>	£1416.00	<b>Current Allocation:</b>	£80850.00
			<b>Total:</b> £82266.00

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?
Financial Barrier To subsidise the Arran Residential Trip	Pupils who want to go to the Arran residential trip will be subsidised to ensure they can attend	Subsidy from PEF as required	HT Aug 24→	£500	Children who weren't able to participate in the residential trip will be subsidised in order to attend (SIMD 1&2)	Attending the residential will impact positively on pupil wellbeing.
Financial Barrier To subsidise the Cost Of The School Day	Pupils who want to go on school trips/attend school events will be subsidised to ensure they can attend	Subsidy from PEF as required	HT Aug 24→	£500	Children who weren't able to attend event/trip for financial reasons will be subsidised to attend (SIMD 1&2)	Participating in event/trip will impact positively on pupil wellbeing.