



North Ayrshire Council
Comhairle Siorrhachd Àir a Tuath

Education Directorate

Pennyburn Primary School

Improvement Plan

2024-2025



Vision, Values and Aims

To be revisited this session from Early Years to P7 and whole school community

Our Vision

'A School in the Community: A Community in the School'

Our Values

Respect
Ambition
Responsibility

Our Aims

Using GIRFEC principles to underpin all teaching & learning in Pennyburn, we will ensure that all children will have the support and opportunity to reach their potential.

What do we want for our learners?

By the end of Primary 7 we aim for our learners to have developed the following:

Resilience
A Growth Mindset
Independence
Secure in their use of technology
Self-Awareness/Reflective
Skills for life-long learning
Critical thinking
Strong moral values

Healthy Attitudes
Confidence
Literacy & Numeracy Skills
Good communication skills
Social Skills—including good manners
Problem Solving
Respect/empathy/tolerance
The ability to adapt and cope with change

As a school community, we will reflect regularly on our curriculum and school aims to ensure we are supporting the development of these skills and qualities.

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	PRIORITY 2	PRIORITY 3	PRIORITY 4	PRIORITY 5
Priority Area	Improvement in attainment, particularly in literacy and numeracy	Closing the gap between the most and least disadvantaged children and young people	Improvement in skills and sustained, positive school-leaver destinations for all young people	Improvement in children and young people's health and wellbeing	Placing human rights and needs of every child and young person at the centre of education
Themes	<ul style="list-style-type: none"> High quality learning, teaching and assessment Raising attainment and achievement 	<ul style="list-style-type: none"> Interventions to reduce gaps Specific focus on identified target groups, including care experienced learners Improving data literacy skills 	<ul style="list-style-type: none"> Improving skills Improving transitions Partnerships to improve post-school learner outcomes 	<ul style="list-style-type: none"> Improving attendance Supporting mental health and wellbeing Supporting physical health and wellbeing Supporting social and emotional wellbeing 	<ul style="list-style-type: none"> Supporting children's needs Maximising learner voice and participation Maximising parent/carer involvement and engagement

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

PRIORITY 1

Strategic Objective:

What do you we want to specifically achieve across your school/department/EY centre?

Raising Engagement and Attainment

Building capacity and efficacy of teachers across the school and cluster using MyGTCS standards for full registration; increasing confidence and creativity in pedagogy and practice within our classrooms and increasing learner engagement and challenge.

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 & HGOS ELC

Language specific to HGIOELC 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

What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.

See Kilwinning Cluster Rationale and Cluster Plan attached

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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 & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Learners will be active participants and experience a high quality, engaging and challenging curriculum – through a variety of learning experiences.	<ul style="list-style-type: none"> See Kilwinning Cluster Rationale and Cluster Plan 	August '24-June'25	<ul style="list-style-type: none"> Forms survey baseline Sept '24 on professional standards Forms survey May '24 to evaluate impact Classroom observations will identify pupils are eager participants in learning Pupil survey results will show increase in engagement and challenge of our learners 		
Learners will receive consistent high quality teaching and learning experiences from staff who are continually striving to improve practice and pedagogy within Pennyburn Primary School.	<ul style="list-style-type: none"> All class teachers will receive Professional Learning in Coaching and Questioning. This will be through 1 in service day and x3 1.5hr collegiate sessions. 	Sept '24-June '25	<ul style="list-style-type: none"> Pre and post intervention data will evidence an improvement in teacher confidence and skills. Learner responses will demonstrate an increase in those who find learning exciting and fun; those who know the skills they are learning and why and learners who know their learning targets and how to achieve them. 		Judy Pitt Professional Learning £1267
Learners will experience a curriculum that is rich in enquiry and skills based learning opportunities and is culturally diverse.	<ul style="list-style-type: none"> Good practice in Play Pedagogy at P1 and P2 will be extended to our P3 and P4 learners 	August-December P3 and P4 staff 18 week PLA Support with development	<ul style="list-style-type: none"> Improvements in engagement in learning through play will be evident through teacher observations 		Development of Play Environment P1-P4 to include culturally

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	<ul style="list-style-type: none"> • Interdisciplinary Learning will become embedded into daily teaching and learning experiences • Skills based learning will become a focus for all staff 	Aug '24-June '25 All teaching staff	<ul style="list-style-type: none"> • Learner responses will demonstrate an increase in those who find learning exciting and fun; those who know the skills they are learning and why and learners who know their learning targets and how to achieve them. • Learners will demonstrate knowledge of diversity, difference and uniqueness and will be able to share ways to celebrate these. There will be a reduction in conflict between pupils, particularly in the playground 		diverse resources £4000 Library development to include texts exploring diversity. £1000 IT Resources £10,000 STEM Resources £10,000
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School/EYC Improvement Plan 2024-25

PRIORITY 2

Strategic Objective:

What do you we want to specifically achieve across your school/department/EY centre?

Supporting Needs

Improvement in mental health and wellbeing through provision of the right support at the right time for our learners

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 & HGISO ELC

Language specific to HGISOELC 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

What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.

Analysis of data relating to Mental Health and Wellbeing in Pennyburn Primary School demonstrated the following increases this session:

- Number of learners with existing dysregulation becoming more distressed within school due to external factors affecting their lives
- Referrals for AIW, The Hive (MHWB provision within Pennyburn), Family Wellbeing Team and other supports for families
- Requests for referrals to CAMHS for assessment for ADHD and ASD (referrals completed but not accepted by CAMHS at present)
- Numbers of learners diagnosed as neuro-diverse, some leading to the provision of an alternative curriculum
- Learners who meet the criteria for targeted support for MHWB: EAL, YC, CE, CP and SW involvement

All of these increases are leading us to make adaptations to our mainstream provision to improve and support inclusion within Pennyburn Primary School. This year our focus will be on our Health and Wellbeing programme in particular Mental, Emotional and Social Wellbeing. We will use £3000 PEF to fund 'My Happy Mind' Early Years to P7 Building Resilience programme.

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School/EYC Improvement Plan 2024-25

PRIORITY 2: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Learners will get the support they need at the time that is right for them.	<ul style="list-style-type: none"> Explore use of available resources to measure MHWB. Better use of PASS Survey data and SHANNARI wellbeing indicator data Revisit policies on supporting needs in particular 'Distressed Behaviours' Policy and Procedure in order to refer learners to the correct support at the right time 	Ongoing throughout the session DHT and PT	<ul style="list-style-type: none"> PASS surveys and SHANNARI wellbeing indicator data will indicate an improvement in positive MHWB of our most vulnerable learners Numbers of learners experiencing distressed behaviours will decrease Staff and learners will know who to approach for support and the types of supports on offer during difficult times in their lives 		
Learners will be active participants in the development of their own mental health and wellbeing. They will be equipped with the knowledge and confidence to speak out about matters that affect them both in and outside of school.	<ul style="list-style-type: none"> Introduce 'My Happy Mind' resource Explore the benefits of daily exercise on positive mental health through the 'Active Play' programme and development of outdoor areas for our youngest learners Talking circles introduced to embed Learner Participation/Pupil Voice Continue RRSA journey towards Gold accreditation 	Ongoing throughout the session HWB Working Party PT, RRS Coordinator and steering group, class teachers and Early Years MHWB Champion (SEYP)	<ul style="list-style-type: none"> PASS surveys and SHANNARI wellbeing indicator data will indicate an improvement in positive MHWB of our most vulnerable learners Learners will be equipped with the confidence and language required to talk openly about matters that affect them, their lives and their education Learners will be more resilient and able to deal with challenges in a calmer and more rational way. Numbers of learners accessing AIW and HIVE supports will reduce 		My Happy Mind Resource £3000 Outdoor Learning Area £4000

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School/EYC Improvement Plan 2024-25

PRIORITY 3

Strategic Objective:

What do you want to specifically achieve across your school/department/EY centre?

Increase stakeholder involvement in their child's learning and the wider life of the school

Highlight your KEY drivers for this improvement priority

Service Priorities

- 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

- 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 HGIOELC 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

- 7. School & ELC Leadership
- 8. Teaching & Practitioner Professionalism
- 9. Parent/carer involvement & engagement
- 10. Curriculum & Assessment
- 11. School & ELC Improvement
- 12. 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

What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.

Vision Values and Aims have not been revisited since 2020. The school has now taken on the Early Years class, we now have a new Early Years Manager, Senior Early Years Practitioner and 9 new members of early years staff including 1 Early Years assistant and 8 Early Years Practitioners. We have a number of new families who have joined the Early Years and the School. We wish the whole school community from Early Years through to Primary 7 to share the same school values.

Attendance at the end of session 2023/2024 is 88% which is 1% under the NAC figure for the session. We strive to increase attendance and reduce late comings for all and also target our most vulnerable families with the lowest attendance and highest late comings. Our Area Inclusion Worker will lead this initiative.

22% of learners surveyed felt they do not have an opportunity to plan their learning or decide what they want to do, 32% said they aren't asked about how they feel about their learning or if it is fun. This year we will focus on learner engagement and pupil voice in classrooms and across the whole school.

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

PRIORITY 3: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
The whole school community will have a clear and shared vision for the school and what we all want for our learners in the future.	<ul style="list-style-type: none"> Revisit School and EYC Vision, Values and Aims with all stakeholders 	Aug '24-Oct '24 All PPS and EYC Stakeholders	<ul style="list-style-type: none"> Stakeholder questionnaires will demonstrate involvement in formulation of Vision, Values and Aims All stakeholders will know our Vision, Values and Aims and will be able to talk confidently about what they mean to them and to the whole school community 		
Learners will access the education and supports they are entitled to through the UNCRC	<ul style="list-style-type: none"> Explore initiatives to support and increase attendance and decrease late comings of our most vulnerable learners and targeted groups/individuals and families 	Ongoing throughout the session Area Inclusion Worker/Targeted families and learners	<ul style="list-style-type: none"> Attendance across the whole school will increase and late comings will decrease Parental engagement in discussions around attendance will increase and have a positive impact on individual attendance moving forward 		<i>There will be a spend but this is unknown at present</i>
Learners will receive an education that they are fully engaged in, know the purpose of and that their parents/carers have been involved in formulating	<ul style="list-style-type: none"> Explore alternative target setting and reporting models Introduce more 'choice' within the curriculum where all stakeholders to contribute to the decision making process 	Ongoing throughout the session All stakeholders	<ul style="list-style-type: none"> Stakeholder questionnaires will demonstrate increased percentages of individuals knowing what learners are learning and why 		

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

This should only be completed for aspects of your PEF spend not included within your Improvement Plan priorities. Move some things and add EYC outdoor environment/ Lower end environment/upper end STEM resources/ Digital resources. See notebook

PEF contact - HT or DHT with responsibility for the plan:			Mrs Paula Dickson			
Carry forward:	£10,885	Total Allocation:		£101,675	Total:	
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?
Consistency of Teaching and Learning approaches and experiences	Learners will experience high quality teaching and learning of literacy skills across all stages	Continued work with Stephen Graham on teaching reading skills through guided reading approach (Year 3)	November 2024 or May 2025 HT and Class Teachers	£2500 This includes one full day professional learning for class teachers to teach alongside Stephen delivering experiences relating to high quality teaching and learning of literacy	QA calendar Teacher confidence Pupil engagement Stakeholder questionnaires Reading and writing attainment will improve	
Lack of opportunity of experience	Equity provided for learners living in SIMD 1 and 2 in relation to experiences enjoyed by peers not living in poverty	Whole school trip to pantomime Subsidy of P7 residential trip	Panto December 2024 P7 residential date and cost TBC	£2127.50 + approx. £900 transport costs Cost TBC – normally £2500	Positive learner participation and engagement. Qualitative Pupil Voice Data Stakeholder questionnaires	

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School/EYC Improvement Plan 2024-25

Effective, regular and high quality communication with parents and carers	Families will be able to share in the learning journey and teaching and learning experiences of their children	Purchase SEESAW Subscription for 1 year	Dec 2024-Dec 2025	£1200 approx	Number of families engaging with the platform Increase in posts from individual classes and the whole school Increased celebration of wider achievements Effective communication with families	
Total Staffing Costs Non-Teaching= £67,218.92 Total=£67,218.92						
Early intervention for our youngest learners in order to close the poverty related attainment gap at the earliest opportunity	Learners will receive smaller group/1:1 support as and when required	Target support and challenge in literacy and numeracy skills in P1 and P2	Throughout the whole session Led by HT, P1 and 2 teaching and support staff	X2 EYPs	Attainment for our youngest learners will improve	