



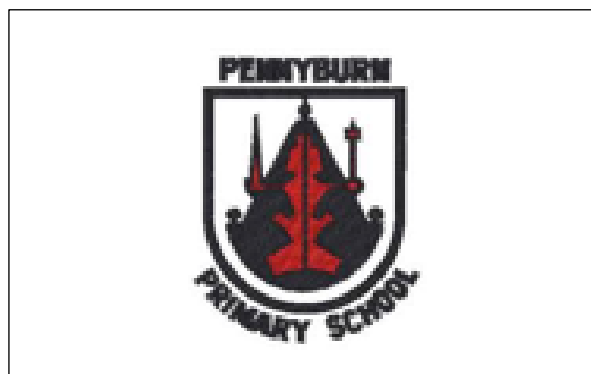
North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

**Education Directorate**

# **Pennyburn Primary School**

**Improvement Plan**

**2025-2026**



### Vision, Values and Aims

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

#### **Our Vision**

**TBC**

#### **Our Values**

Integrity  
Ambition  
Kindness

#### **Our Aims**

**TBC**

#### **What do we want for our learners?**

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

**6 Global Competences (6Cs and associated skills)**

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.

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2025-2026

## 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.



# NORTH AYRSHIRE COUNCIL: EDUCATION

## School/EYC Improvement Plan 2025-2026

### PRIORITY 1 – Cluster Priority

#### Strategic Objective:

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

#### High Quality Learning, Teaching and Assessment

Cluster Priority – Skills development through ‘New Pedagogies for Deep Learning’ incorporating Expressive Arts

#### 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 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


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

# NORTH AYRSHIRE COUNCIL: EDUCATION

## School/EYC Improvement Plan 2025-2026

### 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>
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"> <li>See Kilwinning Cluster Rationale</li> </ul> 	August '25-June'26	<ul style="list-style-type: none"> <li>Staff and learners will be able to measure progress in skills development through use of Deep Learning rubrics. This has not previously been measured therefore baseline data is not available</li> <li>P5-7 learners will begin to document their own achievements through the use of 'My World of Work' new Achievements section</li> </ul>		
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"> <li>All class teachers will receive Professional Learning in 'New Pedagogies for Deep Learning'.</li> </ul>	August '25-June'26 Cluster DHTs	<ul style="list-style-type: none"> <li>Pre and post intervention data will evidence an improvement in teacher confidence and skills.</li> <li>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.</li> </ul>		
Learners will experience a curriculum that is rich in enquiry and skills based learning opportunities	<ul style="list-style-type: none"> <li>Deep Learning will become embedded into daily teaching and learning experiences</li> <li>Skills based learning and planning of high quality assessments will be a focus for all staff.</li> <li>Opportunities to develop skills through expressive arts will be increased</li> </ul>	August '25-June'26	<ul style="list-style-type: none"> <li>Improvements in engagement in learning through 'Deep learning' will be evident through teacher observations</li> <li>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.</li> </ul>		Expressive Arts/STEM/IT Resources and provision of experiences out with school  <b>£26 000 approx. (minus SOFA costing)</b>

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2025-2026

	through planning of interdisciplinary 'Deep Learning'		<ul style="list-style-type: none"> <li>Skills will begin to be tracked across cohorts and across the curriculum</li> </ul>		
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# NORTH AYRSHIRE COUNCIL: EDUCATION

## School/EYC Improvement Plan 2025-2026

### PRIORITY 2

#### Strategic Objective:

What do you 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 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

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 improvements this session however:

- 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 continue to be higher than we would like
- Requests for referrals to CAMHS for assessment for ADHD and ASD (referrals not accepted by CAMHS at present)
- An increase in referrals to Inclusion Group for support and/or assessment for alternative placement
- Learners who meet the criteria for targeted support for MHWB: EAL, YC, CE, CP and SW involvement

This leads us to continue to make adaptations to our mainstream provision to improve and support inclusion within Pennyburn Primary School. This year our focus will continue to be on our Health and Wellbeing programme in particular Mental, Emotional and Social Wellbeing. We will use £2300 PEF to continue to fund 'My Happy Mind' Early Years to P7 Building Resilience programme and embed this into our curriculum.

# NORTH AYRSHIRE COUNCIL: EDUCATION

## School/EYC Improvement Plan 2025-2026

PRIORITY 2: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences &amp; outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Learners will get the support they need at the time that is right for them.	<ul style="list-style-type: none"> <li>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</li> </ul>	Ongoing throughout the session DHT and PT	<ul style="list-style-type: none"> <li>PASS surveys and SHANNARI wellbeing indicator data will indicate an improvement in positive MHWB of our most vulnerable learners</li> <li>Numbers of learners experiencing distressed behaviours will decrease</li> <li>Staff and learners will know who to approach for support and the types of supports on offer during difficult times in their lives</li> </ul>		
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"> <li>Embed 'My Happy Mind' resource from Early Years to P7</li> <li>Development of outdoor areas including purchase of bikes in order to promote positive mental health and wellbeing through learning outdoors</li> <li>Talking circles introduced to embed Learner Participation/Pupil Voice</li> <li>Continue RRSA journey towards Gold accreditation</li> </ul>	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"> <li>PASS surveys and SHANNARI wellbeing indicator data will indicate an improvement in positive MHWB of our most vulnerable learners</li> <li>Learners will be equipped with the confidence and language required to talk openly about matters that affect them, their lives and their education</li> <li>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</li> </ul>		My Happy Mind Resource Subscription <b>£2300</b>  Outdoor Learning Area including Bike Purchase <b>£4000</b>



# NORTH AYRSHIRE COUNCIL: EDUCATION

## School/EYC Improvement Plan 2025-2026

### PRIORITY 3

#### Strategic Objective:

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

#### Raising Attainment and Achievement

Improvement in Writing attainment across all levels

#### 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

##### HGISO & HGISO 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

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.

The majority of learners in reporting cohorts and in the whole school have attained expected levels in writing since June 2021, this is having a negative impact on overall literacy attainment and is countering the significant increase in reading attainment where most are achieving.

An intense focus on the development of teaching, learning and assessment of writing will result in improvement in criteria used to assess writing, teacher judgement, learner engagement in writing lessons and ultimately raise attainment in this area.

We will take part in a cross authority writing project with Stephen Graham which will span the whole session, this will be funded through PEF at a cost of £5500.

# NORTH AYRSHIRE COUNCIL: EDUCATION

## School/EYC Improvement Plan 2025-2026

### 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>
Learners will experience high quality teaching and learning of writing skills	<ul style="list-style-type: none"> <li>Staff will receive high quality Professional Learning from Stephen Graham across the session</li> </ul>	August '25-June'26	<ul style="list-style-type: none"> <li>Teachers will be more confident in their teaching and assessing of writing skills</li> <li>Professional dialogue at progress and tracking meetings will demonstrate increased confidence in professional judgement and assessment of writing skills</li> </ul>		Stephen Graham Writing Project <b>£5500</b>
Learners attainment in writing will increase	<ul style="list-style-type: none"> <li>3 members of staff from Early, First and Second Level will take part in a writing project. They will cascade their professional learning to colleagues across the whole school.</li> <li>All classes will adopt the model for teaching and assessing of writing</li> <li>Criteria for assessment of writing will be developed and improve consistency across all levels</li> </ul>	August '25-June'26	<ul style="list-style-type: none"> <li>Pre, during and post project writing attainment will demonstrate an increase in attainment across all levels</li> </ul>		PM Writing big Books and Pupil Books <b>£2000 approx</b>

# NORTH AYRSHIRE COUNCIL: EDUCATION

## School/EYC Improvement Plan 2025-2026

**This should only be completed for aspects of your PEF spend not included within your Improvement Plan priorities.**

PEF contact - HT or DHT with responsibility for the plan:		Mrs Paula Dickson			
Carry forward:	£10,885	Total Allocation:	£101,675	Total:	£112, 560

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?
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 2025  P7 residential date and cost TBC	<b>£2127.50</b> + approx. <b>£900</b> transport costs Cost TBC – normally <b>£2500</b>	Positive learner participation and engagement. Qualitative Pupil Voice Data Stakeholder questionnaires	
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 2025-Dec 2026	<b>£1200</b> 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	
Lack of variety of assessment materials to support professional judgement and data analysis	Teacher professional judgements will be evidenced using a suite of different approaches.	Purchase SOFA assessment suite	August 2025-August 2026	<b>£.....</b> approx	All forms of data will be analysed Anomalies in attainment will be discovered and addressed through professional dialogue and actions Data in all forms will triangulate to provide a full picture of attainment for individuals	

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2025-2026

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	
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