



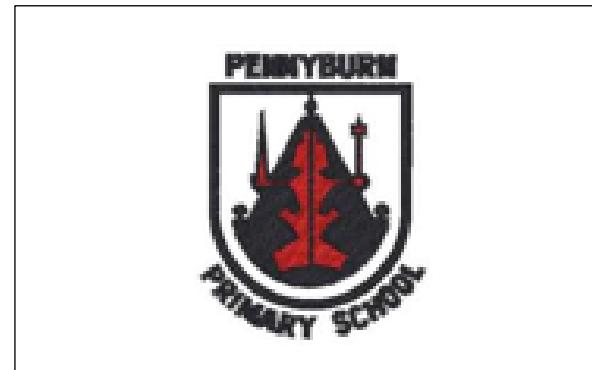
North Ayrshire Council
Comhairle Siorrhachd Àir a Tuath

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.

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 2025-2026

PRIORITY 1 – Cluster Priority

Strategic Objective:

What do you we 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

HGISO & HGISO ELC

Language specific to HGISOELC is in green

- 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

- 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

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 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

- 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 & 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 	August '25-June'26	<ul style="list-style-type: none"> 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 P5-7 learners will begin to document their own achievements through the use of 'My World of Work' new Achievements section 		
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 'New Pedagogies for Deep Learning'. 	August '25-June'26 Cluster DHTs	<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. 		
Learners will experience a curriculum that is rich in enquiry and skills based learning opportunities	<ul style="list-style-type: none"> Deep Learning will become embedded into daily teaching and learning experiences Skills based learning and planning of high quality assessments will be a focus for all staff. Opportunities to develop skills through expressive arts will be increased 	August '25-June'26	<ul style="list-style-type: none"> Improvements in engagement in learning through 'Deep learning' will be evident through teacher observations 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. 		Expressive Arts/STEM/IT Resources and provision of experiences out with school £26 000 approx. (minus SOFA costing)

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2025-2026

	through planning of interdisciplinary 'Deep Learning'		<ul style="list-style-type: none">Skills will begin to be tracked across cohorts and across the curriculum	
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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 <ol style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills & sustained, positive school-leaver destinations for all young people. Improvement in children & young people's health & wellbeing Placing human rights & needs of every child & young person at the centre of education 	HGIOSO & HGIOS ELC <i>Language specific to HGIOS/ELC is in green</i> <ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership & management of staff (practitioners) 1.5 Management of resources to promote equity 	HGIOSO & HGIOS ELC <i>Language specific to HGIOS/ELC is in green</i> <ol style="list-style-type: none"> 2.1 Safeguarding & Child Protection 2.2 Curriculum 2.3 Learning, teaching & assessment 2.4 Personalised Support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 	<ol style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment & achievement (<i>Securing children's progress</i>) 3.3 Increasing creativity and employability (<i>Developing creativity and skills for life and learning</i>)
NIF Drivers of Improvement <ol style="list-style-type: none"> School & ELC Leadership Teaching & Practitioner Professionalism Parent/carer involvement & engagement Curriculum & Assessment School & ELC Improvement Performance Information 	Care Standards - Care Inspectorate Quality Indicators <i>Applicable within all early years settings</i> <ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 2.1 Quality of the session for care, play and learning 2.2 Children's experience high quality facilities 	<ol style="list-style-type: none"> 3.1 Quality assurance and improvement are led well 3.2 Leadership of play and learning 3.3 Leadership and management of staff and resources
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: <ul style="list-style-type: none"> 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 & 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"> 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"> Embed 'My Happy Mind' resource from Early Years to P7 Development of outdoor areas including purchase of bikes in order to promote positive mental health and wellbeing through learning outdoors 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 		<p>My Happy Mind Resource Subscription £2300</p> <p>Outdoor Learning Area including Bike Purchase £4000</p>

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 <ul style="list-style-type: none"> 6. Improvement in attainment, particularly in literacy and numeracy 7. Closing the attainment gap between the most and least disadvantaged children and young people 8. Improvement in skills & sustained, positive school-leaver destinations for all young people. 9. Improvement in children & young people's health & wellbeing 10. Placing human rights & needs of every child & young person at the centre of education 	HGIOSO & HGIOS ELC <i>Language specific to HIG/OLEC is in green</i> <ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership & management of staff (<i>practitioners</i>) 1.5 Management of resources to promote equity 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 (<i>Securing children's progress</i>) 3.3 Increasing creativity and employability (<i>Developing creativity and skills for life and learning</i>)	
NIF Drivers of Improvement <ul style="list-style-type: none"> 7. School & ELC Leadership 8. Teaching & Practitioner Professionalism 9. Parent/carer involvement & engagement 10. Curriculum & Assessment 11. School & ELC Improvement 12. Performance Information 	Care Standards - Care Inspectorate Quality Indicators <i>Applicable within all early years settings</i> <ul style="list-style-type: none"> 1.6 Nurturing care and support 1.7 1.2 Children are safe and protected 1.8 Play and learning 1.9 Family engagement 1.10 Effective transitions 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.			
<p>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.</p> <p>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.</p> <p>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.</p>			

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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 & 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"> Staff will receive high quality Professional Learning from Stephen Graham across the session 	August '25-June'26	<ul style="list-style-type: none"> Teachers will be more confident in their teaching and assessing of writing skills Professional dialogue at progress and tracking meetings will demonstrate increased confidence in professional judgement and assessment of writing skills 		Stephen Graham Writing Project £5500
Learners attainment in writing will increase	<ul style="list-style-type: none"> 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. All classes will adopt the model for teaching and assessing of writing Criteria for assessment of writing will be developed and improve consistency across all levels 	August '25-June'26	<ul style="list-style-type: none"> Pre, during and post project writing attainment will demonstrate an increase in attainment across all levels 		PM Writing big Books and Pupil Books £2000 approx

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	£2127.50 + approx. £900 transport costs Cost TBC – normally £2500	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	£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	
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	£.....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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