



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Communities and Education Directorate

Skelmorlie Primary School & EYC

Improvement Plan

2023-2024



Vision, Values and Aims

At Skelmorlie Primary School and Early Years Class, we will provide our children with the highest quality education within a nurturing and safe environment. We will provide a positive culture where everyone has ownership of their learning, show respect for each other and value one another as individuals.

We will do this by –

- Providing stimulating, creative and relevant learning experiences showing continuity, progression and challenge for all learners.
- Promoting high standards and expectations to ensure all pupils achieve their potential.
- Working with the local, national and global initiatives in order to strengthen our awareness and responsibility to the wider world.
- Creating opportunities for staff and pupils to lead learning and take on responsibility.
- Promoting social inclusion and diversity in an environment where everyone is made to feel safe and welcome.
- Ensure an appropriate leadership and management skills are in place for the school to operate effectively, making the best use of accommodation and resources.

Underpinning our values and aims are our school values –

- Respect
- Honesty
- Responsibility
- Effort
- Cooperation
- Friendship

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:

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

To raise attainment in literacy and numeracy by developing approaches to planning, tracking and monitoring across the curriculum ensuring that learning builds on what is already known and is appropriately challenging

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

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.

HMIe report (March 2023) page 2 states the school should 'streamline approaches to planning, ensuring clear progression of skills within a level' also stated, 'staff should continue to explore features of effective learning and teaching with a focus on pace and differentiation'. Also noted that the children should 'write more regularly and across the curriculum and for a range of purposes'. ACEL, GL & SNSA support this. In addition the HMIe reports states that staff should continue to develop their understanding of data.

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>
Children will benefit as there will be increased continuity in learning and knowledge of each individual child and their journey	Increased transition meetings to enable class teachers/practitioners to pass on information of pupils to new class teacher to help with planning & progression with particular focus on EYC transition	June 2023 – September 2023 CT/YP	Children will settle into their new stage. PASS results will demonstrate increased percentages in ‘confidence in learning’ and ‘self-regard as a Learner’ for P4-P7 children and ‘Learner Self-worth’ and ‘Response to Learning’ for P1-P3 children		
Increased involvement in planning learning, teaching, and assessment will result in improved quality of advice and feedback to learners about the quality of their work and what they can do to make it better Use of a variety of assessment approaches will allow learners to demonstrate their knowledge, understanding, skills, attributes,	Two nominated Moderation Leads (MLs) will be identified and given time to plan and lead moderation activities within Skelmorlie Primary during collegiate sessions for session 2023-24 By February 2024 MLs will have led bespoke professional learning in relation to moderation, learning,	August 2023 – June 2024 ML/CT/HT	Pre and post practitioner evaluation will demonstrate: <ul style="list-style-type: none"> Increased practitioner confidence in sharing practice and moderation Improved practitioner confidence in planning High Quality Assessments 		

School/EYC Improvement Plan 2023-24

<p>and capabilities in different contexts across the curriculum</p>	<p>teaching, and assessment including High Quality Assessments By April/May 2024 all practitioners will have engaged in a series of moderation activities across stages and with other practitioners working within the Cluster Schools</p> <p>Amend long-term planners for literacy reviewing staff understanding of benchmarks and national standards</p>		<ul style="list-style-type: none"> Improved practitioner confidence in robust accurate teacher professional judgements 		
<p>A more comprehensive record of learning and achievement across the curriculum enabling identification of gaps which will improve provision for pupils</p>	<p>Review of ELC learning journals evidencing development across the curriculum</p>	<p>Aug 2023 – June 2024 SEYP/EYP</p>	<p>Milestone data improved and analysed termly, Learning Journals & SeeSaw will track progress & show progression across the curriculum</p>		
<p>Learners will access high quality resources and learning environments that address the need for critical thinking and problem solving skills for the future</p>	<p>Learning environments are resourced appropriately to support involvement in play pedagogy at Early/1st level and the development of STEAM skills(problem solving and critical thinking) at 1st/2nd level embedded across the school</p>	<p>September 2023 – June 2024 CT</p>	<p>Attainment data in numeracy and mathematics is improved Staff Observation notes and Quality Assurance procedures record increased critical think/problem solving skills being demonstrated</p>		

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<p>Increased challenge across all areas of the ELC playroom leading to increased progress for pupils</p>	<p>Environmental audits linked to Children’s Milestones will be implemented</p>	<p>August 2023 – June 2024 SEYP/EYP/HT</p>	<p>Revisiting Environmental audits/Playroom set up will provide increased challenge for children</p>		
<p>Children will have success in their learning through clear LI and SC and target setting additional support in P1-P2 will enable increased opportunity to support feedback sessions/targeted support</p>	<p>Revisiting Visible Learning to aid staff understanding of Clear LI and SC set for lessons & teacher feedback to inform next steps and link to targets ensuring high expectations of all learners Ensure plenaries are purposeful</p>	<p>August 2023 – June 2024 CT</p>	<p>Classroom monitoring and Quality Assurance Activities will evidence a higher quality of LT & Assessment</p>		
<p>Children will have increased confidence and resilience in their own abilities resulting in raised attainment- & improved pace and challenge particularly in P4</p>	<p>Delivery of Mindset/Metacognition/Visible Learning across all stages</p>	<p>August 2023 – June 2024 CT/HT</p>	<p>Termly progress meetings with HT and class teachers will evidence progress for all pupils</p>		
<p>Children will evaluate their own learning and identify next steps in learning by taking ownership of personal targets resulting in increased attainment</p>	<p>Children will use AifL strategies to evaluate own work for peer and self -assessment purposes based on LI and SC</p>	<p>August 2023 – June 2024 CT</p>	<p>Pupils work will show clear progress with evaluative comments</p>		
<p>Pupils views are sought, valued and acted upon Shared school vision and values Children will make informed choices and will have a key role in leading learning</p>	<p>Use of HGIORS – pupil evaluations and implement changes based on the results</p>	<p>September 2023 – June 2024 HT/PT/CT</p>	<p>Pupils can talk about and share their learning - SeeSaw Plenary Evaluations demonstrate confidence in learning Highly motivated pupils - PASS ‘You Said...We Did’ Board</p>		

<p>Children feel they have increased ownership of what is happening in the school</p>					
<p>A variety of learning experiences to support individual learning styles Increased and appropriate pace for our learners across CfE levels which will enhance the pupil's skills in literacy and numeracy particular focus on problem solving & writing & reading</p>	<p>Detailed short term planners identify a variety of literacy and numeracy tasks daily - to include outdoor learning/ active learning and ICT to enhance learning and teaching experiences for the children</p>	<p>August 2023 – June 2024 CT</p>	<p>Pupils attainment will be raised and raised standards across the school will be established. This will be evidenced in : pupils work Class monitoring Jotter monitoring There will be increased staff confidence and reflective dialogue leading to positive outcomes for our learners</p>		
<p>Staff confidence is increased which in turn will improve attainment and the additional support in P1-P3 will enable increased collaboration/moderation opportunities across EYC – P3</p>	<p>A full and effective calendar of professional learning opportunities in numeracy (problem solving and critical thinking) and literacy is provide for all staff</p>	<p>August 2023 – June 2024 HT/PT/CT</p>	<p>Attainment data in literacy and numeracy is improved Quality assurance procedures – feedback and next steps acted upon Pupil Voice on Teaching and Learning is evident</p>		
<p>Consistent practice across school in delivery of digital technology will improve pupil progress</p>	<p>Drop in sessions with A Armstrong to support staff in delivery of digital technologies</p>	<p>August 2023 – June 2024 CT</p>	<p>Increased staff confidence in delivering digital literacy throughout the curriculum raising standards</p>		
<p>Develop Consistent practice across school. Children will have explored a wider range of vocabulary and styles increasing confidence and</p>	<p>Audit of current resources; include children in the research & purchase of new texts Link teaching of writing to reading. Teach different genres in blocks</p>	<p>October 2023 – November 2023 PT</p>	<p>Children will demonstrate better results in SNSA, GL, NGRT assessments</p> <p>The quality of discussion in reading/writing lessons will improve and be observed by</p>		

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<p>raising attainment in reading & writing</p>	<p>Provide opportunity to write across the curriculum; applying previously taught skills</p>	<p>November 2023 – June 2024 CT</p>	<p>staff and evidenced in planners/observations</p> <p>Children demonstrate an improvement in their writing and vocab Children able to apply writing across different contexts Pupil Focus groups will reveal that children report a change in most classes involving using a wider range of texts</p>		
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PRIORITY 2

Strategic Objective:

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

To increase attainment in children's health and wellbeing through the development of skills for life, learning and work

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 & 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

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.

Attendance data lower than NA average and Quartile. HMIe report (March 2023) page 1 states attendance has dropped below national average last session. Analysis of NGRT, SNSA & GL Assessments support that children with particularly low attendance are not attaining potential (see ACEL achievement levels). This is related to PEF spend.

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>
Improved attendance levels across the school resulting in raised attainment in literacy, numeracy and HWB	Analysis of attendance & attainment data Parent Information Sessions highlighting impact of low attendance on attainment and impact emotionally & socially for children Improved incentives	August 2023 – June 2024 HT	Improved attendance data PASS results will demonstrate increased percentages in ‘confidence in learning’ and ‘self-regard as a Learner’ for P4-P7 children and ‘Learner Self-worth’ and ‘Response to Learning’ for P1-P3 children evident in Professional Dialogue and Parent Evaluations		
Increased understanding to support behaviour, wellbeing and raise the attainment for children	Revisiting and embedding ‘Applying Nurture as a Whole School Approach’ Targeted children showing anxiety will be offered counselling sessions	September 2023 – June 2024 HT/PT/CT	‘Applying Nurture as a Whole School Approach’ toolkit improving relationships and wellbeing of staff and pupils evident in the analysis of staff/pupil/parent needs surveys/questionnaires/ Collegiate/In-service programme shows that a range of staff wellbeing activities opportunities are being provided Circle/Up, Up & Away audits demonstrate improvement		

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<p>The promotion of effective, inclusive practice across the establishment resulting in raised attainment for children</p>	<p>Continued use of CIRCLE resource in Primary and Up, Up & Away resource in EYC Continued Staff/pupil training & Implementation of 'Zones of Regulation' across the school and link to EYC Continued staff Training & implementation of SCERTS Framework & Assessment</p>	<p>August 2023 – June 2024 CT/PT/HT</p>	<p>PASS & Pupil Questionnaire results are improved Icepack evaluations show improved social and emotional skills HIGIOURS HWB theme challenge questions/QIF visit/ <i>Zones of Regulation Display/ Discussion</i> <i>SCERTS Paperwork demonstrate improved understanding of inclusive practices</i></p>		
<p>Children will develop teamwork, curiosity and consolidate their learning while making informed choices to leading their learning as they play</p>	<p>Playground will be developed to offer more opportunities for physical and creative play</p>	<p>June 2023 – June 2024 HT</p>	<p>Survey before and after development will show increased positive interactions child: child & child: adult Observations of positive play experiences will demonstrate improved social skills</p>		
<p>Children will develop teamwork, curiosity and consolidate their learning in problem solving and critical thinking, being able to identify skills for life</p>	<p>STEAM learning Zone developed to support development of skills for life, work and learning</p>	<p>September 2023 – June 2024 CT</p>	<p>Displays & surveys before, during and after development will demonstrate improved critical thinking and problem solving skills</p>		

PRIORITY 3

Strategic Objective:

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

To Work toward achieving RRS gold Award by placing pupil rights at the forefront and providing children with opportunities to lead change within school and community

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 HIGIOELC is in green

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|-------------------------------------|--|
| 2.1 Safeguarding & Child Protection | 3.1 Ensuring wellbeing, equality and inclusion |
| 2.2 Curriculum | 3.2 Raising attainment & achievement
<i>(Securing children's progress)</i> |
| 2.3 Learning, teaching & assessment | 3.3 Increasing creativity and employability
<i>(Developing creativity and skills for life and learning)</i> |
| 2.4 Personalised Support | |
| 2.5 Family Learning | |
| 2.6 Transitions | |
| 2.7 Partnerships | |

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

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| 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

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.

HMle report (March 2023) recognised that 'most children contribute effectively to the life of the school and wider community; staff should build on these opportunities and track skills for life learning and work. Pupil/Family/Staff evaluations and professional dialogue support this.

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

PRIORITY 4: 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>
Wider achievements will be recorded and tracked enabling staff to identify those requiring support to engage	Development of robust records recording and monitoring wider achievements	September 2023 HT/PT/CT	Professional dialogue, paperwork to evidence improvement in the number children engaged in wider activities Pupil evaluations will indicate children positively engaging in more activities out with school		
All children are members of a Community Group and feel their voice is heard	Children select new Community Groups	Sept 23 HT/CT	Children will engage with their group, demonstrate confidence to volunteer, participate in activities ensuring their voice is heard		
Rights are visible	All classes to create a class charter for their class Articles to be incorporated into assemblies	Aug/Sept 23 PT	Increased staff and pupil confidence will be measured through questionnaires/wall displays demonstrating understanding/pupil voice		
Children and staff use the language of rights	Children will refer to themselves as Rights Holders and adults as Duty Bearers (class charter will use these terms in displays)	June 24 All staff	Observations, evaluations and progression through RRS Awards will demonstrate children & staff using the language of rights		
Pupils confidence and ability to articulate and discuss their rights will improve	Rights will explored across the curriculum through discussion	June 24 PT/CT	Increased staff and pupil confidence will be measured through staff/pupil/family questionnaires & observation		

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<p>Enhanced communication and joined up working with parents/carers and member of our wider community</p>	<p>Working with the community and cluster schools on shared projects</p>	<p>Termly PT</p>	<p>Evidence of community engagement will increase which will be evidenced on Twitter Cross Cluster Collaboration will improve the impact actions undertaken. Staff and pupil confidence will improve through collaboration</p>		
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NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

PEF contact - HT or DHT with responsibility for the plan:		Lynne Cathcart			
Carry forward:	£0	Total Allocation:	£7993	Total:	£7993

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?
Improve attendance levels, resilience and self-esteem	Learners will feel supported and attend more regularly, therefore engaging in an increased number of literacy, numeracy and HWB experiences resulting increased attainment	Classroom Assistant providing support to CT provide interventions supporting literacy, numeracy & HWB	CT/CA	£7993 PEF allocation 2023-2024	Improved Attendance Data Improved PASS results & ACEL data of targeted groups	