



Education Service

Skelmorlie Primary School & Early Years Class

Improvement Plan 2025 - 2026



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 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

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School/EYC Improvement Plan 2025-26

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.



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PRIORITY 1 & 2

Strategic Objective:

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

To raise attainment in Literacy and Numeracy by improving teaching and learning pedagogies.

Select the KEY drivers for this improvement priority

Education Service Priority <i>Please select the relevant service priorities</i>	NIF Drivers of Improvement <i>Please select up to three NIF drivers</i>	How Good Is Our School 4 <i>Please select up to three quality indicators for this priority</i>	Quality Improvement Framework for ELC settings <i>Please select up to three quality indicators for this priority</i>
1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people	2. Teaching and practitioner professionalism 4. Curriculum and assessment 6. Performance information	1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment	3.2 Curriculum 3.3 Learning, teaching and assessment 4.3 Children's progress

Rationale for Change

In addition to the attainment data below, evidence from quality assurance procedures have also highlighted the need to improve teaching and learning pedagogies in Literacy & Numeracy, in order to raise attainment in this area. Writing has been highlighted as a particular area of focus.

On analysis of data and through our rigorous quality assurance activities, moderation and tracking staff identify that children are become less confident in recalling basic maths processes as they move through the school and seem to lack enjoyment and stamina in tackling maths problems. The national curriculum review of mathematics offers us an opportunity to review practice to upskill staff and provide more relevant learning and engaging experiences for children.

May 2025	Reading	Writing	T&L	Num
P1	77.8%	77.8%	77.8%	77.8%
P4	69.2% 9/13	69.2% 9/13	92.3%	76.9%
P7	92.3%	92.3%	100%	76.9%
Whole School	77.2%	77.2%	90%	77.2%

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PRIORITY 1&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>
Pupils will experience a consistent, high-quality approach to teaching and learning in Literacy and English.	We will continue to engage with the NAC 'Learning, Teaching and Assessment' Policy within the teaching and learning of Literacy. We will identify PM Writing and PM Benchmarking leads across the school. We will upskill staff in using the PM Writing resources effectively. We will upskill staff in using the PM Benchmarking resources to assess reading. Staff will participate in visits to other schools to observe PM writing. Staff will create a variety of assessments and resources to support professional judgement within reading. As part of staff meetings, we will facilitate the sharing of	HT, PT Aug 25 – June 26	Classroom observation feedback will evidence that the NAC 'Learning, Teaching and Assessment' policy has been embedded. This will be shown in the consistency in the teaching and learning of Literacy throughout the school. Pre and post self-evaluation will show that staff have developed confidence in using the PM Writing resource. Pupils writing will show a progression of skills. Pre and post self-evaluation will show that staff have confidence in using the PM benchmarking resource to assess reading. Staff feedback through self-evaluation activity will demonstrate increased knowledge of pedagogies, resources and assessments in reading and writing. The number of children achieving national levels for Reading and		

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	good practice, pedagogies and resources amongst staff.		Writing in P1, P4 and P7 will increase by 2%.		
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PRIORITY 1&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>
Pupils needs will be better met through new and creative teaching strategies. Children will display an enhanced recall of mathematical facts and have the ability to apply knowledge in different contexts.	Audit current numeracy provision against local authority numeracy framework and Education Scotland's Self-evaluation Framework. Upskill teaching staff on NAC frameworks and associated pedagogies. Introduce and embed the use of NAC's numeracy frameworks and planners Early, First and Second levels.	HT, PT, CT, PLA Numeracy Team	Baseline and termly SNSA / ACEL data analysed. Pupil focus groups to assess perception of learning in numeracy and using manipulatives to support their learning		
Children will experience high quality learning experiences in numeracy across the school as staff skills and knowledge develop. Children will demonstrate increased confidence and competence in applying numeracy skills across the curriculum.	Provide/engage with high-quality CLPL for staff on numeracy pedagogies, including CVA (Concrete-Visual-Abstract) approaches. See PLA calendar or arrange collegiate inputs delivered by the PLA. Collaborate with local authority numeracy lead for support, coaching, and moderation and professional learning.	HT, PT, CT & EYC Aug 25 – Jun 26	Education Scotland's Self-evaluation Framework to identify specific target areas for support and development – reviewed at the start, middle and end of the year. A range of pupil evidence e.g. Learning walks, classroom observations, Trio Visits, QI Visits pupil's views, planning tracking and monitoring and staged intervention plans, showing increased engagement and enthusiasm for numeracy and maths experiences.		

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Children's attainment will rise and data will show they are making progress.	Implement targeted intervention groups for pupils not meeting expected levels. Consistent use of formative and summative assessments aligned to national benchmarks. Moderate practice and create 'What Makes A Good Lesson' with cluster primaries and Largs Academy	HT, PT, CT Aug 25 – Jun 26	Increased % of pupils achieving expected levels in numeracy at each of the Progress and Achievement data uplift points (Oct, Feb, June).		
Parents/Carers will be able to better support their children in mathematics	Family learning activities related to maths and numeracy will be shared via information leaflets, parent sessions, videos and the school website	HT, PT, CTs Aug 25 – Jun 26 EYC	Parent/carer survey data will show increased confidence in supporting their child with their literacy skills – Feb		
Children will have increased confidence and resilience in their own abilities resulting in raised attainment & improved pace and challenge particularly in P5	Delivery of Mindset/Metacognition/Visible Learning across all stages	August 2024 – June 2025 CT/HT	Termly progress meetings with HT and class teachers will evidence progress for all pupils		
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	Outdoor Learning will be planned for and a member of SLT will provide support across all classes to model planning & delivery of outdoor learning using the wider community environments	August 2024 – June 2025 PT	Pre & post practitioner evaluation will demonstrate: Increased practitioner confidence in planning outdoor learning experiences Improved practitioner confidence in planning High Quality Assessments Improved practitioner confidence in delivering high quality outdoor learning experiences		

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Learners will access high quality resources and learning environments that address the need for critical thinking and problem solving skills for the future	Learning environments are resourced appropriately to support involvement in play pedagogy at Early/1 st level and the development of STEAM skills(problem solving and critical thinking) at 1 st /2 nd level embedded across the school	September 2024 – June 2025 CT	Attainment data in numeracy and mathematics is improved Staff Observation notes and Quality Assurance procedures record increased critical think/problem solving skills being demonstrated – a Skills Based Planner will be implanted and evaluated to assess impact		
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PRIORITY 3

Strategic Objective:

Improvement in children's mental health and wellbeing

Select the KEY drivers for this improvement priority

<u>Education Service Priority</u> <i>Please select the relevant service priorities</i>	<u>NIF Drivers of Improvement</u> <i>Please select up to three NIF drivers</i>	<u>How Good Is Our School 4</u> <i>Please select up to three quality indicators for this priority</i>	<u>Quality Improvement Framework for ELC settings</u> <i>Please select up to three quality indicators for this priority</i>
4. Improvement in children and young people's health and wellbeing Choose an item.	2. Teaching and practitioner professionalism 4. Curriculum and assessment 5. School & ELC improvement	1.2 Leadership of Learning 1.3 Leadership of change 2.3 Learning, teaching and assessment	4.2 Wellbeing, inclusion and equality 4.1 Nurturing care and support 4.3 Children's progress

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.

Our self-evaluation has highlighted several key trends and areas for development in relation to supporting the mental health and wellbeing of our pupils and families. There is a clear requirement for a progressive, evidence-based resource to support the mental health and wellbeing of pupils across all stages.

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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>
A heightened awareness of the importance of pupils' mental health and wellbeing will be promoted across the school	Introduce 'My Happy Mind' to staff and provide opportunities for staff to work collegiately to explore the platform and discuss implementation Invite parents to attend information sessions about 'My Happy Mind'. Provide updates on mental health and wellbeing through the monthly newsletter. Establish a mental health and wellbeing display to support parents and carers by signposting events and supports on offer. Area Inclusion Worker (AIW) and Active Schools supports the school in wellness events throughout the year. Parents and carers invited to a mental health and wellbeing	August 2025 HT September 2025 HT and PT Monthly newsletters Aug 25 to June 26 HT Sept-Nov 2025 January – March 26 AIW & Active Schools April 2026 HT & PT	Staff views will be gathered on 'My Happy Mind' to record their feelings on the programme. Parents and carers will complete exit passes at the end of the information session to identify positives and areas for further consideration when implementing the programme Parent and carer attendance figures will be gathered to measure reach Exit passes will be completed to provide qualitative feedback on the sessions to show impact		

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	Sharing the learning day e.g. mindfulness, mindful colouring in, Active Schools, yoga, daily mile etc. To develop a mental health and wellbeing policy that reflects ongoing practice.	May 2026 PT	Survey from family days will measure impact of the session on raising awareness of strategies/activities to support pupils' mental health and wellbeing Evidence of pupils and parents and carers being consulted on the draft policy.		
Increase in pupils' understanding of the importance of pupils' mental health and wellbeing and emotional literacy	Launch and implement 'My Happy Mind' to strengthen mental health, resilience, and wellbeing ensuring all children have their social and emotional needs met (see My Happy Mind Action Plan). Weekly assemblies will be delivered to support key themes being explored in class.	September 25 to May 26 SLT September 25 to May 2026 HT	All staff will have evidence of a weekly timetabled slot for My Happy Mind. Pupil journals Pupil voice collected on the impact of My Happy Mind. Assembly overview will link with themes in My Happy Mind..		
Reduction in dysregulated behaviour.	Staff will engage in the Circle Framework to assess learning environments. Functional behaviour assessments carried out to determine the function of behaviour.	May 2025 to Oct 26 CTs Aug and Sept 2025 HT Sept 2025 HT	Circle Framework assessments will identify key areas for consideration in the set up of learning environments. Increased engagement and self/co-regulation evidence through observations, questionnaires		

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	Needs of the learners addressed through positive behaviour support plans. Targeted Support Teacher to access training including 'We Were Expecting You'		Reduction on the number of incidents recorded for violence and aggression.		
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 2024 – June 2025 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		

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PRIORITY 4

Strategic Objective:

To raise attainment across the curriculum through rich engaging learning opportunities and environments. To effectively plan and track learning and achievement.

Select the KEY drivers for this improvement priority

<u>Education Service Priority</u> <i>Please select the relevant service priorities</i>	<u>NIF Drivers of Improvement</u> <i>Please select up to three NIF drivers</i>	<u>How Good Is Our School 4</u> <i>Please select up to three quality indicators for this priority</i>	<u>Quality Improvement Framework for ELC settings</u> <i>Please select up to three quality indicators for this priority</i>
1. Improvement in attainment, particularly literacy and numeracy 4. Improvement in children and young people's health and wellbeing	5. School & ELC improvement 3. Parent/carer involvement and engagement 4. Curriculum and assessment	3.2 Raising attainment and achievement 2.5 Family learning 2.3 Learning, teaching and assessment	3.3 Learning, teaching and assessment 4.3 Children's progress 3.1 Plan and learning

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.

Self-evaluation, professional dialogue and data analysis have highlighted the need to develop planning and tracking processes throughout our EYC. Environmental audits have identified improvement in the overall environments with a requirement for increased focus on development of the environment to develop problem solving skills.

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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>
A more comprehensive record of learning and achievement across the curriculum enabling identification of gaps which will improve provision for pupils	Review of ELC learning journals evidencing development across the curriculum	Aug 2024 – June 2025 HT/PT/SEYP/EYP	New trackers implemented, data improved and analysed termly, Learning Journals & SeeSaw will track progress & show progression across the curriculum		
Learners will access high quality resources and learning environments that address the need for critical thinking and problem solving skills for the future	Learning environments are resourced appropriately to support involvement in play pedagogy at Early/1 st Level and the development of STEAM skills (problem solving and critical thinking). High quality Outdoor learning opportunities using the wider environment.	Aug 2024 – June 2025 HT/PT/SEYP/EYP	Improved attainment across the curriculum Staff Observation notes and Quality Assurance procedures record increased critical think/problem solving skills being demonstrated Floorbooks record children's contributions to the planning process and effectively record aspects of the learning journey		
The contribution of parents/carers is valued. Partnership and family learning opportunities help to promote parent/carer confidence. Parents/carers are better placed to support their child's learning.	Engaged with families to establish family learning approaches that match the needs of families. Develop family learning programmes that are stimulating, relevant and enjoyable. Engage with a range of partners e.g. Ed Psych, SALT to support family learning. Involve families in evaluating the impact of programmes and interventions.	Aug 2024 – June 2025 HT/PT/SEYP/EYP	We will develop a range of methods for gathering feedback from parents/carers on the success of our programmes. Data will be collated and key findings shared with parents/carers and families. Data will be used to inform future plans		

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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:		Lynne Cathcart			
Carry forward:	£1752	Total Allocation:	£8575	Total:	£10327.00

PEF Action Plan						
Poverty Related Gap	Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Detail of Spend	Measures of Impact	Analysis & Evaluation of Progress
Provide details of the gap or barrier you wish to address.	Specifically, what will change for our learners?	What do we plan to do to achieve this outcome?	What are our timescales? Who will lead?	Record cost & provide concise detail of what this entails.	How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.	What does the data tell us? How well is evidence from self-evaluation analysed to improve pupil outcomes? How is the spend contributing to narrowing our attainment gap?
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	Pupil Support Assistant providing support to CT provide interventions supporting literacy, numeracy & HWB	CT/CA	£9645.48 PEF allocation 2025-2026	Improved Attendance Data Improved PASS results & ACEL data of targeted groups	
Educational Resources - Purchase PM Writing	Attainment in writing will increase, improving confidence for learners	Purchase resource & follow implementation plan	PT	£681.52	Improved attainment in writing ACEL, SNSA & GL	

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