



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Service

Springside Primary School and EYC

Improvement Plan

2025-2026



Vision, Values and Aims

Our Vision

At Springside, we create a happy, safe environment where every child feels valued and supported. We aim for pupils to try their best, achieve excellence, celebrate personal and wider achievements, and develop the skills and confidence to thrive as responsible citizens ready for the future.

Our Values

Kindness

Effort

Respect

Our Aims

- Raise standards of attainment and achievement for all by providing a variety of stimulating opportunities and experiences
- Maintain the positive ethos within Springside Primary and Early Years by providing an inclusive, safe and nurturing learning environment
- To work in partnership with all stakeholders to support each child's learning, wellbeing and development, fostering a strong sense of community and shared success
- Promote high aspirations and a 'can-do' attitude, ensuring equity of opportunities

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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.



NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2025-26

PRIORITY 1

Strategic Objective:

To enrich the quality of learning experiences and raise attainment in Literacy and English by enhancing pedagogy and curriculum development.

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 2. Closing the attainment gap between the most and least disadvantaged children and young people	1. School & ELC leadership 4. Curriculum and assessment 5. School & ELC improvement	2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	2.1 Children experience high quality spaces 3.3 Learning, teaching and assessment 1.2 Staff skills, knowledge, values and deployment

Rationale for Change

In **Reading**, 80.0% of P1, 54.6% of P4 and 92.9% of P7 achieved national levels in session 2024-2025. This is below the North Ayrshire stretch aim of 80% in our P4 cohort. In addition to this data, evidence from our robust quality assurance procedures and feedback from staff have also highlighted the need to upskill staff and improve teaching and learning pedagogies in Reading. With a big focus being on the teaching of reading, we felt that it was important to continue to drive forward and foster enjoyment in reading, in different ways.

In **Writing**, 80.0% of P1, 63.6% of P4 and 78.6% of P7 achieved national levels in session 2024-2025. This is below the North Ayrshire stretch aim of 80% in both our P4 and P7 stages. In addition to the attainment data above, both qualitative and quantitative data from self-evaluation activities has demonstrated the significant progress that has been made in the teaching and learning in Writing. Therefore, we will continue to focus on embedding these pedagogies and resources in order to see further progress and an increase in attainment.

The use of North Ayrshire policies and strategy documents will underpin our delivery of Reading and Writing and drive forward a consistent approach to the teaching and learning of Reading and Writing throughout the school.

Our PEF, will be used to fund Pupil Support Assistants (0.2, 0.2 and 0.4) and Class Teachers (0.2 and 0.2). This staffing will be used to support targeted interventions and support team teaching which will be utilised to improve teaching and learning in Reading and Writing and close the gap in attainment.

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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>
Pupils will experience a consistent, high-quality approach to teaching and learning in Literacy and English.	- To explore and embed the key concepts of NAC 'Learning, Teaching and Assessment' Policy within the teaching and learning of Literacy and English. - To explore and embed the key concepts of NAC 'Literacy Strategy' within the teaching and learning of Literacy and English. - To continue to use Skills Progression Frameworks across Literacy and English to support progression, breadth and application of learning.	SMT August 25 - June 26	Classroom observation feedback will evidence that the NAC 'Learning, Teaching and Assessment' policy and 'Literacy Strategy' and Skills Progression Frameworks have been embedded. This will be shown in the consistency in the teaching and learning of Literacy throughout the school.		Class Teachers (0.2 and 0.2) £23,402.17
	- To roll out the 'Power In An Hour' structured programme of phonics, reading and writing to the P3/4 class. - To continue to embed the 'Power In An Hour' structured programme of phonics, reading and writing in the P1/2 class.	Targeted Support Teacher August 25- October 25	Pre and post survey feedback from staff will demonstrate increased staff confidence using the 'Power In An Hour' programme. Robustly tracked assessment data will show progression and achievement.		Pupil Support Assistants (0.2, 0.2 and 0.4) £15,617.74

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Pupils will experience a consistent, high-quality approach to reading throughout the school.	- Staff will be upskilled in their delivery of reading and guided reading sessions through a variety of professional learning opportunities, including input from the PLA. - A reading consistency guide will be created. Teaching staff will follow this to support their weekly planning and organisation of reading. - As part of collegiate nights and peer observations, we will facilitate sharing of good practice, pedagogies and resources amongst staff. - Teaching staff will work collegiately to agree 'What Makes an Excellent Reading Lesson'. This will be used as criteria for observations. - School will purchase supplementary resources to enhance delivery of reading.	PT August 25 - June 26 Reading Working Party August 25 - June 26	Pre and post self-evaluation will show that staff have greater confidence delivering high quality guided reading sessions. High level messages from quality assurance processes – observations, pupil focus groups, jotter audits, forward plan monitoring etc. will demonstrate consistency and improvement in the delivery of reading. Staff feedback through self-evaluation activities will demonstrate increased knowledge of pedagogies and resources for reading and assessment of reading.		
Pupils will be better supported in their progress in reading by parents and carers.	- We will engage with parents/carers and share reading methodology using a range of approaches – Spring Inside and See Learning Open Afternoons, workshops, flyers and leaflets, videos etc. - Staff will continue to be upskilled in use of running records and PM Benchmarking to assess progress in reading and ensure that children are reading at their instructional reading level. - Targeted support and interventions – Phonological Awareness, Boosted Reading, Toe	PT	Survey feedback from parents and carers will show increased awareness and confidence in how to support their child's reading at home. A plethora of assessments will be used to judge progress in reading. The number of children achieving national levels for Reading in P1, P4 and P7 will increase by 3% from last session.		Reading Resources £2,000.00

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Pupils will continue to foster enjoyment and engagement in reading.	by Toe, 5 Minute Literacy Box and Boost Groups will be used and tracked to close gaps in reading for identified children. - Reading for enjoyment will be encouraged and celebrated in a variety of ways e.g. World Book Day, Scottish Book Trust events, Authors Live events etc. - We will begin to work towards our Reading School accreditation by auditing strengths and areas for development. We will create an action plan to achieve targets.	August 25 - June 26 Reading Working Party August 25 - June 26	Robust tracking of reading interventions will measure progress and evidence positive impact on targeted pupils. Pupil voice will show enjoyment and engagement in reading related celebrations.		
Pupils will continue to experience a consistent, high-quality approach to writing throughout the school.	- Teaching staff will continue to embed the use of the PM writing approach and resources in the delivery of writing lessons. - P1-2 will have 1 writing session per week and further writing activities will be incorporated into 'Power In An Hour' and play activities. P3-7 will continue to have 2 writing sessions per week. - Targeted Support Teacher will support teachers with the delivery of writing lessons throughout the school. They will provide targeted support and challenge to pupils during writing sessions. - Staff will continue to use diagnostic and baseline writing assessments and updated phonics assessments to assess progress in writing and spelling.	SMT August 25 - June 26 Targeted Support Teacher August 25 - June 26	The number of children achieving national levels for Writing in P1, P4 and P7 will increase by 3% from last session. Targeted Support Teacher planning and evaluations will evidence support and challenge and identify next steps for children. Baseline writing assessments using Scottish Criterion Scale and phonics assessments will demonstrate steady progress for most children in writing and spelling.		

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Pupils will benefit from learning experiences that are differentiated effectively, providing support and challenge for all. Pupils will be given next steps in their learning using robust assessment information.	• Approach to 'Assessment is for Learning' will be refreshed throughout the school. • Staff will be upskilled in use of AifL strategies through a variety of professional learning, including input from the PLA. • 'Focus Fortnight' will provide opportunity for staff to try out different strategies and as part of collegiate nights, we will facilitate sharing of good practice and resources amongst staff. • Teaching staff will continue to use a range of assessments to build a body of evidence. They will continue to be supported to develop data analysis skills in order to identify key trends and next steps for learning and teaching. • Teaching staff will be upskilled in tracking achievement and progress through a level and as part of collegiate nights, staff will develop a shared understanding of achievement and progress through a level in Reading, Writing and Listening and Talking. • Teaching staff will participate in a variety of school based and cluster moderation activities.	SMT August 25 - June 26 HT August 25 - June 26 SMT August 25 - June 26	Pre and post self-evaluation will show that staff have greater awareness and confidence using a range of AifL strategies. Classroom observations will show a range of AifL strategies being applied throughout lessons and feedback from pupil focus groups will demonstrate that they are being involved in the assessment process. Data Over Time Trackers and high level messages will demonstrate careful recording and analysis of assessments. Next steps will be identified and incorporated into planning. Tracking and monitoring meetings, collegiate activities and feedback from staff will reflect increased confidence over the session in recording achievement and progress through a level. Moderation paperwork and staff feedback will demonstrate an increased understanding and confidence in assessment and moderation.		
Early Years pupils will benefit from a Literacy rich environment and quality learning	• Audit and monitoring tools will be used to assess strengths and areas for development in Literacy and English in both playroom and outdoors environments.	Senior EYP August 25 - June 26	Pre and post audits will show areas have been enhanced. Children will be more engaged and purposeful in the environment.		

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experiences in Literacy and English. Pupils will be better supported in their progress in Literacy and English by parents and carers.	• Staff will be upskilled in development of a Literacy rich environment using input from PLA and visits to other Early Years Establishments. • Quality interactions will be refreshed throughout the Early Years Centre. Staff will be refreshed and upskilled in this area. • A consistent approach to planning will be adopted. Staff will be upskilled in using planning formats that are driven by children's questions, interests and ideas. • Staff will be upskilled to use new North Ayrshire tracking documents to track children's progress in Literacy and English. • We will engage with parents/carers and share approaches to supporting Literacy and English at home using a range of approaches – Play and Stays, workshops, flyers and leaflets, videos etc.	HT August 25 - June 26	Pre and post self-evaluation will show that staff have greater awareness and confidence using the environment to enhance Literacy learning experiences. Pre and post self-evaluation will show that staff have increased skills when interacting with children. Robust tracking will clearly identify areas for development within children's Literacy. Robust planning will demonstrate these identified areas being targeted. Survey feedback from parents and carers will show increased awareness and confidence in how to support their child's Literacy at home.		
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PRIORITY 2

Strategic Objective:

To enrich the quality of learning experiences and raise attainment in Numeracy and Mathematics by enhancing pedagogy and curriculum development.

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	1. School & ELC leadership 4. Curriculum and assessment 5. School & ELC improvement	2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	2.1 Children experience high quality spaces 3.3 Learning, teaching and assessment 1.2 Staff skills, knowledge, values and deployment

Rationale for Change

In **Numeracy and Mathematics**, 70.0% of P1, 68.2% of P4 and 92.9% of P7 achieved national levels in session 2024-2025. This is below the North Ayrshire stretch aim of 80% in both our P1 and P4 stages. In addition to this data, evidence from our robust quality assurance procedures and feedback from staff have also highlighted the need to develop confidence and fluency in children's mental maths skills, using the Numbertalks approach. The focus on developing these strategies will have a positive impact on children's Numeracy and Mathematics attainment.

The use of North Ayrshire policies and strategy documents will underpin our delivery of Numeracy and Mathematics and drive forward a consistent approach to the teaching and learning of Numeracy and Mathematics throughout the school.

Our PEF, will be used to fund Pupil Support Assistants (0.2, 0.2 and 0.4) and Class Teachers (0.2 and 0.2). This staffing will be used to support targeted interventions and support team teaching which will be utilised to improve teaching and learning in Numeracy and Mathematics and close the gap in attainment.

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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>
Pupils will experience a consistent, high-quality approach to teaching and learning in Numeracy and Mathematics.	- To explore and embed the NAC 'Learning, Teaching and Assessment' Policy within the teaching and learning of Numeracy and Mathematics. - To explore and embed the NAC 'Numeracy Strategy' within the teaching and learning of Numeracy and Mathematics. - To continue to use Skills Progression Frameworks across Numeracy and Mathematics to support progression, breadth and application of learning.	SMT August 25 - June 26	Classroom observation feedback will evidence that the NAC 'Learning, Teaching and Assessment' policy and 'Numeracy Strategy' and Skills Progression Frameworks have been embedded. This will be shown in the consistency in the teaching and learning of Numeracy and Mathematics throughout the school.		
Pupils will develop accuracy and efficiency in mental addition, subtraction, multiplication and division. Pupils will develop confidence in being	- Staff will be upskilled in their delivery of the Number Talks approach through a variety of professional learning opportunities. - Teaching staff will work collaboratively to create a progression overview for Number Talks strategies throughout the school.	HT August 25 - June 26 Numbertalks Working Party August 25 - June 26	Pre and post self-evaluation will show that staff have greater confidence delivering high quality Numbertalks sessions as part of Numeracy lessons. High level messages from quality assurance processes – observations, pupil focus groups, jotter audits,		

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able to clearly articulate how they solved a mathematical problem.	• A Number Talks consistency guide will be created. Teaching staff will follow this to support their weekly planning and organisation for Numeracy and Mathematics. • Teaching staff will introduce a daily Number Talks segment to Numeracy and Mathematics lessons. • Teaching staff will explicitly teach the mental addition, subtraction, multiplication and division strategies to classes. • As part of collegiate nights and peer observations, we will facilitate sharing of good practice, pedagogies and resources amongst staff. • Teaching staff will work collegiately to agree 'What Makes an Excellent Numeracy and Mathematics Lesson'. This will be used as criteria for observations. • School to create/purchase additional resources to enhance delivery of Numeracy and Mathematics and Number Talks. • We will engage with parents/carers and share Number Talks strategies using a range of approaches – Spring Inside and See Learning Open Afternoons, workshops, flyers and leaflets, videos etc. • Teaching staff will continue to use diagnostic and baseline Numeracy, Arithmetic, Problem		forward plan monitoring etc. will demonstrate consistency in the delivery of Numbertalks. Planning will show Numbertalks sessions being incorporated into daily lessons. Feedback from pupils will demonstrate that most pupils are aware of different strategies and are developing confidence when articulating their mathematical thinking. Staff feedback through self-evaluation activities will demonstrate increased knowledge of pedagogies and resources for Numbertalks. Survey feedback from parents and carers will show increased awareness and confidence in how to support their child's Numeracy at home. A plethora of assessments will be used to judge progress in Numeracy and Mathematics. The number of children achieving national levels for Numeracy and Mathematics in P1,		Numeracy Resources £1,877.24
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	Solving and Reasoning assessments to assess progress in Numeracy and Mathematics. Targeted support and interventions - 5 Minute Numeracy Box and Boost Groups will be used and tracked to close gaps in Numeracy and Mathematics for identified children.	PT August 25 - June 26	P4 and P7 will increase by 3% from last session. Robust tracking of Numeracy interventions will measure progress and evidence positive impact on targeted pupils.		
Pupils will benefit from learning experiences that are differentiated effectively, providing support and challenge for all. Pupils will be given next steps in their learning using robust assessment information.	- Approach to 'Assessment is for Learning' will be refreshed throughout the school. - Staff will be upskilled in use of AifL strategies through a variety of professional learning, including input from the PLA. 'Focus Fortnight' will provide opportunity for staff to try out different strategies and as part of collegiate nights, we will facilitate sharing of good practice and resources amongst staff. - Teaching staff will continue to use a range of assessments to build a body of evidence. They will continue to be supported to develop data analysis skills in order to identify key trends and next steps for learning and teaching. - Teaching staff will be upskilled in tracking achievement and progress through a level and as part of collegiate nights, staff will develop a shared understanding of achievement and progress through a level in Numeracy and Mathematics. - Teaching staff will participate in a variety of school based and cluster moderation activities.	SMT August 25 - June 26 HT August 25 - June 26 SMT August 25 - June 26	Pre and post self-evaluation will show that staff have greater awareness and confidence using a range of AifL strategies. Classroom observations will show a range of AifL strategies being applied throughout lessons and feedback from pupil focus groups will demonstrate that they are being involved in the assessment process. Data Over Time Trackers and high level messages will demonstrate careful recording and analysis of assessments. Next steps will be identified and incorporated into planning. Tracking and monitoring meetings, collegiate activities and feedback from staff will reflect increased confidence over the session in recording achievement and progress through a level.		

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			Moderation paperwork and staff feedback will demonstrate an increased understanding and confidence in assessment and moderation.		
Early Years pupils will benefit from a Numeracy rich environment and quality learning experiences in Numeracy. Pupils will be better supported in their progress in Numeracy and Mathematics by parents and carers.	- Audit and monitoring tools will be used to assess strengths and areas for development both in playroom and outdoors area. - Staff will be upskilled in development of environment using input from PLA and visits to other Early Years Establishments. - Quality interactions will be refreshed throughout the Early Years Centre. Staff will be refreshed and upskilled in this area. - A consistent approach to planning will be adopted. Staff will be upskilled in using planning formats that are driven by children's questions, interests and ideas. - Staff will be upskilled to use new North Ayrshire tracking documents to track children's progress in Numeracy and Mathematics. - We will engage with parents/carers and share approaches to supporting Numeracy and Mathematics at home using a range of approaches – Play and Stays, workshops, flyers and leaflets, videos etc.	Senior EYP August 25 - June 26 HT August 25 - June 26	Pre and post audits will show areas have been enhanced. Children will be more engaged and purposeful in the environment. Pre and post self-evaluation will show that staff have greater awareness and confidence using the environment to enhance Numeracy learning experiences. Pre and post self-evaluation will show that staff have increased skills when interacting with children. Robust tracking will clearly identify areas for development within children's Numeracy. Robust planning will demonstrate these identified areas being targeted. Survey feedback from parents and carers will show increased awareness and confidence in how to support their child's Numeracy at home.		

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PRIORITY 3

Strategic Objective:

To prioritise and promote the positive Health and Wellbeing of children and young people.

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>
4. Improvement in children and young people's health and wellbeing 5. Placing human rights and needs of every child and young person at the centre of education	1. School & ELC leadership 2. Teaching and practitioner professionalism 5. School & ELC improvement	1.1 Self-evaluation for self-improvement 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion	4.1 Nurturing care and support 4.2 Wellbeing, inclusion and equality 1.2 Staff skills, knowledge, values and deployment

Rationale for Change

From observations, discussions and analysis of behavioural incidents, SMT have identified the need for all staff throughout the school and early years to adopt a consistent approach to supporting behaviour and dysregulated pupils, with our parent/carer focus group highlighting the importance of all staff demonstrating nurturing approaches. Through the PRD and Time to Talk processes, staff have requested more training and upskilling in supporting pupils with Additional Support Needs and behaviour.

The use of the new North Ayrshire 'Promoting Positive Relationships and Behaviour' policy will help to refresh our current 'Promoting Positive Relationships Policy' and drive forward a consistent approach to relationships and supporting behaviour throughout the school and early years. Improving our approaches to promoting positive relationships and supporting the needs of all learners will increase pupil and staff wellbeing.

Our current delivery of Relationships, Sexual Health and Parenthood focuses on our Primary 6 and 7 stages. We are aware that the RSHP resources and lessons should be delivered to pupils from Early Years right through to Primary 7. Due to the sensitive nature of some of the content, we feel it is important that a strategic and progressive approach is taken, involving parents and carers from the outset.

Our PEF, will be used to fund Pupil Support Assistants (0.2, 0.2 and 0.4) and Class Teachers (0.2 and 0.2). This staffing will be used to support targeted Health and Wellbeing interventions and support children in their readiness to learn.

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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>
Pupils will benefit from a consistent approach to promoting positive behaviour across the school and Early Years Centre.	Staff will have opportunities to explore and discuss the new NAC 'Positive Relationships and Behaviour Policy'. Staff will be upskilled in some of the key concepts of the 'Positive Relationships and Behaviour Policy' through a variety of professional learning opportunities, including input from the PLA and professional reading. Staff will begin to embed the key principles from 'Promoting Positive Relationships and Behaviour Policy' into their practice.	HT August 25 - June 26 Health and Wellbeing Working Party August 25 - June 26	Pre and post self-evaluation will indicate the Positive Relationships and Behaviour policy is understood and adhered to. Pre and post self-evaluation will show that staff feel confident applying key concepts and principles. High level messages from quality assurance processes – observations and pupil focus groups will show concepts in practice.		

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	Staff will work collegiately to adapt the school and Early Year's 'Promoting Positive Relationships' consistency guide, in line with new NAC policy. Pupils will create a child friendly version of the policy. School and Early Years Centre will launch refreshed 'Promoting Positive Relationships and Behaviour' Policy with school community and stakeholders. Staff will be upskilled in a number of practices to support management of dysregulated behaviours. These include refresh of Nurture principles, de-escalation, CALM theory, restorative practice and use of PACE language.	SMT August 25 - June 26	Pupil feedback will show that pupils understand key concepts of the Positive Relationships and Behaviour policy. Survey feedback from parents and carers and stakeholders will show awareness of the new policy. Pre and post self-evaluation will show that staff have greater awareness and confidence using a range of strategies to support dysregulated behaviours.		
Pupils will benefit from a consistent and progressive approach to teaching Relationships, Sexual Health and Parenthood (RSHP).	Teaching staff will have opportunities to explore the RSHP resources. Teaching staff will work collaboratively to create a progression overview for RSHP lessons and resources and plan for how these align with	Health and Wellbeing Working Party August 25 - June 26	Pre and post self-evaluation will show that staff have greater awareness and confidence using planners and resources to deliver RSHP lessons. High level messages from quality assurance processes – observations, pupil focus groups, forward plan		

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Parents and carers will be more informed about the content of RSHP lessons and how to support learning at home.	Health and Wellbeing skills progression framework and other resources used. Teaching staff will begin to embed lessons and resources into Health and Wellbeing curriculum. We will engage with parents and carers to raise awareness of RSHP and the resources used through workshops, letters, leaflets and flyers.		monitoring etc. will demonstrate consistency in the delivery of RSHP. Survey feedback from parents and carers will show increased awareness of RSHP and confidence in how to support their child's learning at home.		
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PRIORITY 4

Strategic Objective:

To ensure the curriculum is accessible for all and ensure engagement in learning through enhancing the curriculum using digital experiences.

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 3. Improvement in skills and sustained, positive school-leaver destinations	3. Parent/carer involvement and engagement 4. Curriculum and assessment 5. School & ELC improvement	1.2 Leadership of Learning 2.3 Learning, teaching and assessment 3.3 Increasing creativity and employability	1.2 Staff skills, knowledge, values and deployment 3.3 Learning, teaching and assessment 1.1 Leadership and management of staff and resources

Rationale for Change

The launch of the new North Ayrshire Digital Strategy will help to refresh our current approach to using digital technologies to enhance teaching and learning throughout the school and early years. Upskilling staff and improving our approaches to utilising software and apps will increase learner engagement and in turn attainment. Pupils with additional support needs will have greater access to the curriculum through assistive technologies and their progress and achievement will be captured effectively.

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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>
Pupils will have better access to and use of digital technologies to support their learning in a creative way.	Staff will have opportunities to explore the new NAC Digital Strategy. As part of collegiate nights and peer observations, we will facilitate sharing of good practice, pedagogies and resources amongst staff. Staff will complete individual professional learning to address gaps in knowledge and to enable them to confidently deliver lessons enhanced by digital technologies. Use of digital technologies to share and record pupil work and achievements. Digital Leaders will be utilised to support pupils and staff to develop digital skills further. Staff will introduce some new elements of digital	SMT August 25 - June 26	Pre and post self-evaluation will show that staff have greater awareness of the NAC Digital Strategy. Staff feedback through self-evaluation activities will demonstrate increased knowledge of digital resources to enhance teaching and learning. Pupil feedback will show increased pupil engagement in lessons enhanced with digital technologies. High level messages from quality assurance processes – observations,		

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Parents and carers will be more informed about how to use digital technologies to support their child's learning at home.	technologies to their classroom practice. We will engage with parents/carers and share digital apps and software using a range of approaches – Spring Inside and See Learning Open Afternoons, workshops, flyers and leaflets, videos etc.		pupil focus groups, forward plan monitoring etc. will demonstrate greater use of digital technologies within the curriculum. Survey feedback from parents and carers will show increased awareness of using digital technologies to support their child's learning at home.		
Early Years pupils will benefit from greater opportunities to use digital technologies to support their learning.	Staff will have opportunities to explore the new NAC Digital Strategy. As part of collegiate nights and peer observations, we will facilitate sharing of good practice, pedagogies and resources amongst staff. Staff will complete individual professional learning to address gaps in knowledge and to enable them to confidently deliver lessons enhanced by digital technologies. Use of digital technologies to share and record pupil work and achievements.	SMT August 25 - June 26	Pre and post self-evaluation will show that staff have greater awareness of the NAC Digital Strategy. Staff feedback through self-evaluation activities will demonstrate increased knowledge of digital resources to enhance teaching and learning. Pupil feedback will show increased pupil engagement in lessons enhanced with digital technologies.		

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	Staff will introduce some new elements of digital technologies to their practice. We will engage with parents/carers and share digital apps and software using a range of approaches – Stay and Play sessions, workshops, flyers and leaflets, videos etc.		High level messages from quality assurance processes – observations, feedback from pupils, monitoring of planning etc. will demonstrate greater use of digital technologies within the curriculum. Survey feedback from parents and carers will show increased awareness of using digital technologies to support their child's learning at home.		
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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:				Lynsey Boyes, Acting Head Teacher		
Carry forward:	-£1,383.00	Total Allocation:	£44,280.00	Total:	£42,897.15	

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?

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