



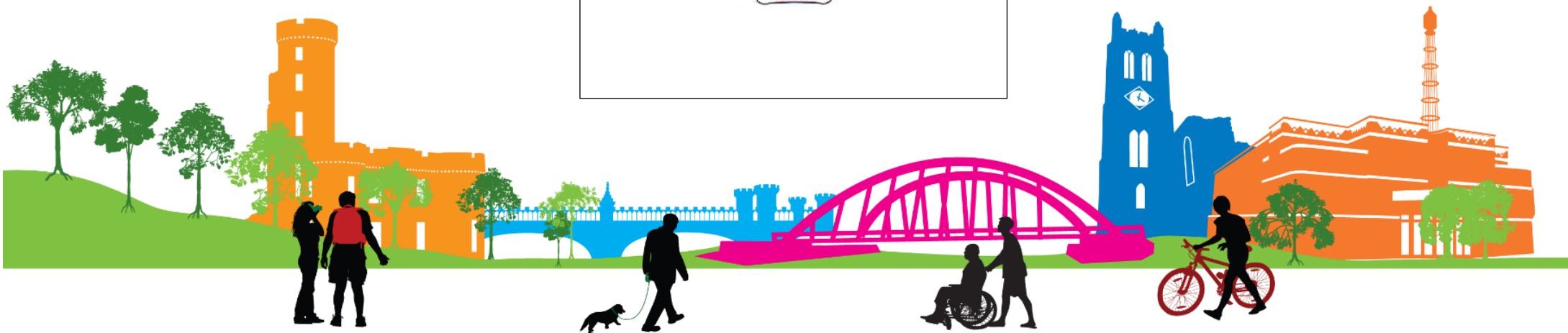
North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Communities and Education Directorate

Stanley Primary and Early Years Class

Improvement Plan

2023-2024





Our Vision

We work together to deliver high quality experiences that encourage everyone to be the best they can be and be proud of our school.

We achieve our vision by living our values..

Inclusion

We work together to meet everyone's needs.

Respect

We respect everyone's personality, opinion and our environment.

Ambition

We all work hard to be the best we can be.

Determination

We never give up! We are proud of our effort.

Honesty

We tell the truth and take responsibility.







Our Aims

- To create a happy, safe and inclusive community that promotes wellbeing and respect
- To provide an appropriate stimulating, challenging and accessible curriculum to empower all children to achieve their potential
- To develop knowledge, skills and attitudes that enable children to become positive contributors to society
- To build a learning community that promotes and fosters teamwork and leadership at all levels
- To encourage commitment to partnerships with parents, agencies and communities

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 we want to specifically achieve across your school/department/EY centre?

- To continue improve learning, teaching and assessment by further developing our curriculum, pedagogy and assessment expectations

Highlight your KEY drivers for this improvement priority

Service Priorities

- 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

- Self-evaluation for self-improvement
- Leadership for learning
- Leadership of change
- Leadership & management of staff (*practitioners*)
- Management of resources to promote equity

HGIOSO & HGIOS ELC

Language specific to HIGIOELC is in green

- Safeguarding & Child Protection
- Curriculum
- Learning, teaching & assessment
- Personalised Support
- Family Learning
- Transitions
- Partnerships

- Ensuring wellbeing equality and inclusion
- Raising attainment & achievement (*Securing children's progress*)
- Increasing creativity and employability (*Developing creativity and skills for life and learning*)

NIF Drivers of Improvement

- School & ELC Leadership
- Teaching & Practitioner Professionalism
- Parent/carer involvement & engagement
- Curriculum & Assessment
- School & ELC Improvement
- Performance Information

- Nurturing care and support
- Children are safe and protected
- Play and learning
- Family engagement
- Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- Quality of the session for care, play and learning
- Children's experience high quality facilities

- Quality assurance and improvement are led well
- Leadership of play and learning
- Leadership and management of staff and resources

- Staff skills, knowledge and values
- Staff recruitment
- 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.

Self-evaluation of HGIOS 4 QI 2.3, Learning, Teaching and Assessment highlighted that 72% of teaching staff felt that our provision was satisfactory or good in relation to choice, digital technologies, responsibility and independence in learning. 70% felt that opportunities for pupils to lead learning were satisfactory or good and 76% graded that learning being enriched by digital technologies was satisfactory/good. Only a few teachers felt that approaches to assessment were better than good. Our ambition is to be very good or excellent.

Quality assurance activities triangulate this and identified a need to develop approaches in these aspects of Learning, Teaching and Assessment, particularly in the junior and senior stages. Pupil focus groups also highlighted that choice in the upper stages, from a pupil's perspective, was limited to choosing aspects of topic and games to be played.

SLT and EYC staff identified that EYC provision could be further enhanced by increased use of North Ayrshire's Numeracy Framework to increased exposure to independent learning and targeted support in numeracy.

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 experience consistency in approaches to Learning Teaching and Assessment	Develop our school Curriculum Rationale to encompass our vision from EYC to P7 Consult all stakeholders and partners to identify significant influences and our local context	November 2024 Stephanie Hart & all stakeholders	Baseline and post development knowledge of vision for curriculum at Stanley by all stakeholders. Post development of Curriculum Rationale will demonstrate the majority of stakeholders have a clearer understanding of key influences	HGIOUS self-evaluation tasks for learners, teachers, parents/carers and partner agencies will evidence increased knowledge which will influence consistency in planning and experiences	
Learners in P5-7 will have more opportunities to lead and take responsibility for their learning, they will experience more challenge and	Develop shared learning areas and planning of areas to support opportunities for independent learning	June 2024 Matthew Wilkin/Alison Elliot and DHT Upper	Environmental audit by young people pre/post-intervention HGIOS self-evaluation of QI 2.3 in January 2024 and May 2024,	Comparison of pre/post data to measure development of the designated area for independent learning	

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

choice as they grow increasingly independent.	opportunities that offer choice and challenge	CTs P5-7 implement	almost all will evaluate this aspect of QI 2.3 as very good or excellent HGIOURS pupil focus groups, almost all children's comments will reflect very good progress Quality assurance of QI2.3 including observations by SLT	Analysis of HGIOS self-evaluation responses from 2023, January and May to ascertain progress made Triangulation of data above with SLT data from observations	
Pupils will use digital technologies to enrich learning in class, benefit from a dedicated technology suite and experience progressive skills based learning within digital technologies	Cluster collaboration to develop current and relevant progression framework Class teachers implement digital technology framework IT audit and reorganisation to support digital technologies suite Gain Digital Schools Award	Oct 2024 T McAdam/A Elliot Class teachers Jan 2024 September 2024 PT upper/janitor T McAdam	Teacher/ support staff HGIOS self-evaluation of QI 2.3 May 2024, almost all staff will evaluate this aspect as very good or excellent Pupil focus group HGIOURS pre/post implementation of framework and use of digital technologies suite will reflect very good progress in this aspect of QI 2.3 Successful accreditation	Compare, contrast and analyse the data from session 2022/23 and 2023/24 and triangulate with focus group outcomes and quality assurance data Achievement of Digital Schools Award Successful accreditation will evidence improved outcomes for pupils	
3-5 year olds in our EYC will make good progress in their numeracy development	Increase emphasis and use of North Ayrshire's Numeracy Framework within the EYC Increase progressive opportunities for independent numeracy activities in EYC	DHT L Smith, EYC Manager F Struthers, Senior EYW T Wilton and Equity and Excellence Lead A Dunlop	Learner's milestones data will show an improvement of 5% in those attaining expected level of achievement at transition to P1 Quality assurance of key worker's planning and observations in playroom to assess quality and	Analysis of milestones data from 22/23 to 23/24 in Oct/March/May to ascertain progress Triangulation of qualitative data with quantitative at key point above allowing early evaluation	

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

	Increase provision of Family Learning opportunities in EYC	EYC Key workers	quantity of numerical based learning opportunities Planned feedback from parents on quality of family learning experience Pre-post confidence surveys for participating parents	and intervention to ensure progress Analysis of feedback and survey results to measure impact	
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PRIORITY 2

Strategic Objective:

- To continue to support improvement in children’s health and wellbeing by further developing or increased use of alternative learning environments, developing a shared Nurturing Positive Relationships Policy and supporting children’s attendance at school/EYC

Highlight your KEY drivers for this improvement priority

Service Priorities

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
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- Improvement in children & young people’s health & wellbeing
- Placing human rights & needs of every child & young person at the centre of education

- Self-evaluation for self-improvement
- Leadership for learning
- Leadership of change
- Leadership & management of staff (*practitioners*)
- Management of resources to promote equity

HGIOSO & HGIOS ELC

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- Safeguarding & Child Protection
- Curriculum
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- Personalised Support
- Family Learning
- Transitions
- Partnerships

- Ensuring wellbeing, equality and inclusion
- Raising attainment & achievement (*Securing children’s progress*)
- Increasing creativity and employability (*Developing creativity and skills for life and learning*)

NIF Drivers of Improvement

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

School/EYC Improvement Plan 2023-24

<ol style="list-style-type: none"> 1. School & ELC Leadership 2. Teaching & Practitioner Professionalism 3. Parent/carer involvement & engagement 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance Information 	<ol style="list-style-type: none"> 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 	<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 	<ol style="list-style-type: none"> 4.1 Staff skills, knowledge and values 4.2 Staff recruitment 4.3 Staff deployment
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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 at Stanley for session 22/23 is 90.5% which reflects attendance authority wide. This is slightly lower than last session and in order for children to attain and achieve they need to be at school. All staff who responded to a survey on Outdoor Learning in 22/23 agreed they would benefit from further support in this area to ensure they maximise the benefit for pupils of this environment for learning. The majority of staff mentioned the benefits of outdoor in our HGIOS self-evaluation of Q1 2.3 and all stakeholders, surveyed on the provision of Forest School, agreed strongly that the outdoor environments removed barriers to learning and the use of outdoor environments for learning should be extended. A few parents identified outdoor learning as being important in our annual parental survey.

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 with less than 90% attendance will receive enhanced support to attend school more regularly	Implementation of North Ayrshire's Attendance Policy Increased emphasis on attendance beginning June 2023 via report cards	HT/DHTs June 2024	Attendance data will exemplify if there is improvement. This will be reviewed bi-weekly.	Analysis of attendance data will show a whole school improvement of 2%	

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School/EYC Improvement Plan 2023-24

	Distribution of Parent Leaflet August 2023				
	Creation of incentives to attend school				
Children will benefit from consistent approaches across the school and EYC to anti-bullying and promoting positive relationships	<p>Self-evaluation of anti-bullying procedures and practice through Respect Me Reward accreditation</p> <p>Promotion of whole school nurture, additional support needs, restorative practice via review and planning for future policy</p> <p>Provision of CLPL for support/teaching staff to further develop understanding of inclusion, ASN and presumption of mainstream</p>	<p>K Bryson K McCulloch</p> <p>S Hart /SLT/All staff</p>	<p>Self-evaluation of QI 3.2, almost all staff will be clear on expectations and procedures</p> <p>GMWB profiling will evidence strong affiliation for almost all children</p>	<p>We will have a clear 'Nurturing Positive Relationships' policy to celebrate and share</p> <p>Analysis of 22/23 and 23/24 GMWB data to ascertain if increase in scores</p> <p>We will achieve our Respect Me Reward</p>	
Learners' will enjoy improved facilities for learning	<p>Creation of digital technologies suite</p> <p>Re-model/relocation of library to improve environment for reading/relaxation</p> <p>Further development of Student Support Resource room to support targeted children</p> <p>Further development of outdoor areas and outdoor learning skills progression</p>	<p>K Bryson</p> <p>Janitorial/Support staff SLT</p> <p>K Bryson/ R Cruickshanks</p> <p>R Cruickshanks/G McGinn/ D Frew</p>	<p>Comparative observation/photograph feedback from users of all areas</p> <p>HGIOS self-evaluation of 2.3 and 1.5</p>	<p>Almost all users will rate the new environments higher than pre-intervention in terms of aesthetics and usability</p>	

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School/EYC Improvement Plan 2023-24

	framework to support Outdoor Learning for all pupils from EYC-P7				
Learners will benefit from high quality alternative learning environments which remove barriers and increase opportunities for wider achievement	Forest School P1-3 Skiing P4-5 Sailing P6 Arran Residential P7	DHTs/PTs/CTs	HGIOS self-evaluation 3.1 Annual Parent survey Pupil focus groups	Analysis of data to judge value and impact	£25,172

PRIORITY 3

Strategic Objective:

- To further improve attainment through developing our approaches to tracking, moderation and transitions

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Highlight your KEY drivers for this improvement priority

Service Priorities

- Improvement in attainment, particularly in literacy and numeracy
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- Personalised Support
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- Ensuring wellbeing, equality and inclusion
- Raising attainment & achievement** (*Securing children's progress*)
- Increasing creativity and employability (*Developing creativity and skills for life and learning*)

NIF Drivers of Improvement	Care Standards - Care Inspectorate Quality Indicators			
<p>7. School & ELC Leadership</p> <p>8. Teaching & Practitioner Professionalism</p> <p>9. Parent/carer involvement & engagement</p> <p>10. Curriculum & Assessment</p> <p>11. School & ELC Improvement</p> <p>12. Performance Information</p>	<p>1.6 Nurturing care and support</p> <p>1.7 1.2 Children are safe and protected</p> <p>1.8 Play and learning</p> <p>1.9 Family engagement</p> <p>1.10 Effective transitions</p>	<p><i>Applicable within all early years settings</i></p> <p>2.1 Quality of the session for care, play and learning</p> <p>2.2 Children's experience high quality facilities</p>		<p>3.1 Quality assurance and improvement are led well</p> <p>3.2 Leadership of play and learning</p> <p>3.3 Leadership and management of staff and resources</p>
<p>4.1 Staff skills, knowledge and values</p> <p>4.2 Staff recruitment</p> <p>4.3 Staff deployment</p>				
<p>Rationale for Change</p> <p>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> <p>Ardrossan Academy Cluster Head Teachers identified a need to strengthen moderation practices by creating stronger foundations for the recording and evidencing of progress and achievement. School HGIOS self-evaluation of QI. 2.3 by staff highlighted that 44% believed we require to improve our approaches to assessment in order to be very good and 36% identified a need to improve well timed interventions to support attainment. We will employ 2 FTE PEF attainment teachers to support this priority. In the EYC staff are becoming increasingly confident in using the early years milestones and self-evaluation has identified the need to continue a focus on this to ensure expected progress, particularly with numeracy.</p>				

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 in SIMD 1-3 will benefit from small group, data driven, interventions to target gaps in their learning in literacy and numeracy	Employ 2 FTE PEF attainment teachers PT/DHT to identify appropriate groups of children with CTs to target support	June 2024 DHTs/PTs/PEF Attainment teachers	Baseline/post intervention data in literacy and numeracy using GL Assessments, teacher judgement and formative assessment evidence	Data will be analysed and a 3%, or more, increase in literacy and numeracy attainment at P1,4 and 7 will evidence improved outcomes	£133,705

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School/EYC Improvement Plan 2023-24

	Introduce termly data tracking meetings to support staff in data analysis and monitor impact of interventions for targeted groups		Stage tracking information each term to monitor impact/adapt provision at planning stage		
EYC children will benefit from increased opportunities to achieve milestones	Enhance provision for numeracy development through thorough implementation of EY Numeracy Framework	Fiona Struthers/Tracey Wilton, Ailie Dunlop and EYC key workers	Tracking of milestones achievement for individual learners Collation of milestones data 3 times per year to monitor impact	Compare/contrast 22/23 & 23/24 data to define progress	
Learners from P1-P7 will benefit from challenging and relevant teaching of spelling	All staff will engage in CLPL with Stephen Graham to develop the teaching of spelling in line with previous development in writing	Stephen Graham DHTs CTs	Baseline/post intervention spelling age scores Staff confidence surveys pre/post	Analysis of progress from start to end The majority of learners spelling ages will increase	

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:		Stephanie Hart			
Carry forward:	£47,110	Total Allocation:	£144,550	Total:	£192,260

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

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?
Attendance/late-coming/ Readiness to learn	Learners will be supported to be at school on time and to be ready to learn when school starts at 9am	Provide Breakfast Club Employ 4 support staff to facilitate Identify target groups of children to invite	June 2024	£15,119	Baseline from 22/23 figures for SIMD 1-3 attendance Target pupils monitored and figures in June 24	The majority of learners targeted will show a 3-5% increase in attendance rate