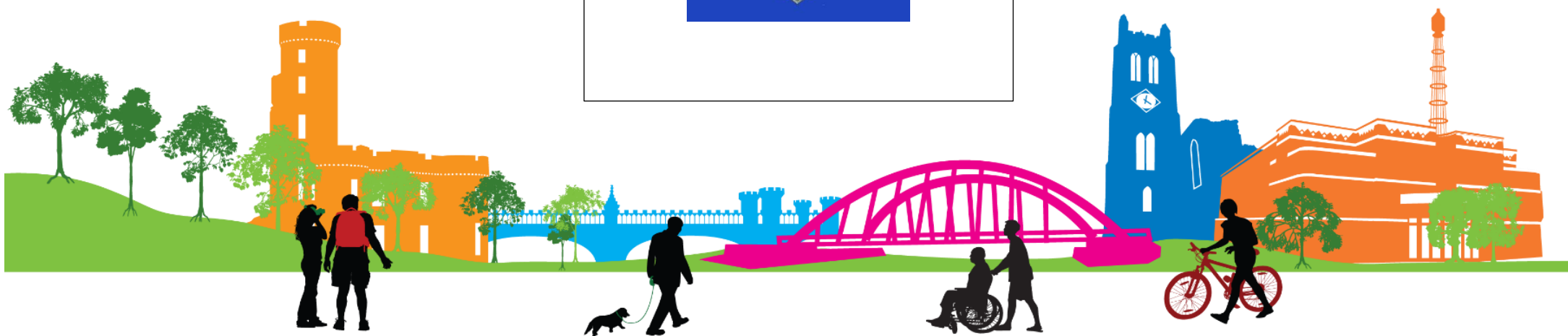
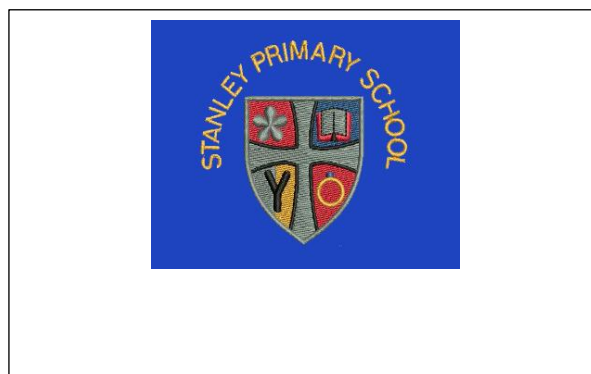




North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Service
Staney PS and EYC
Improvement Plan
2026-2027



Vision, Values and Aims



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...

We tell the truth and take responsibility.

Honesty

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

Ambition

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

Respect

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

Determination

We work together to meet everyone's needs.

Inclusion

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 2026/7 – 2028/9

The Education Service Improvement Plan is organised under three main priorities. Individual establishments should create their own plan under these three priority areas, 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 light blue show the thematic areas under each priority which the service intends to focus on in the year ahead.



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Stanley PS and EYC Improvement Plan 2026-27

PRIORITY 1: Improving learning outcomes for all

Strategic Objective:

During session 2026–27, our Early Years Centre and school will prioritise professional learning focused on the explicit, systematic teaching of phonics and the development of strong phonemic awareness. Grounded in the Science of Reading, this first year will ensure that all Early Years Practitioners / teachers develop a secure, shared understanding of how children learn to read, with a particular emphasis on the foundational role of phonemic awareness and phonics.

Through high-quality professional learning and collaborative practice, EYPs / teachers and school staff will strengthen their ability to deliver consistent, evidence-informed phonics instruction and support children to hear, identify, and manipulate sounds as a critical precursor to reading and spelling. This focused approach will lay the essential foundations for future development across all areas of reading.

The intended outcome is to improve early reading attainment, ensuring all learners build strong decoding skills and are well-positioned for continued progress, while contributing to closing the poverty-related attainment gap through high-quality, consistent practice.

Looking Ahead: A Three-Year Journey

This work represents Year 1 of a planned three-year professional learning journey. Over time, this will expand to encompass all five pillars of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) ensuring a coherent, progressive, and research-informed approach to the teaching of reading across our setting.

Select the KEY drivers for this improvement priority

National Improvement Framework <i>Please select the relevant NIF priority</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 1. School & ELC leadership 4. Curriculum and assessment	2.2 Curriculum 1.2 Leadership of Learning 2.3 Learning, teaching and assessment	1.2 Staff skills, knowledge, values and deployment 3.3 Learning, teaching and assessment 3.2 Curriculum

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Rationale for Change

Our analysis of a range of literacy data indicates that we need to strengthen our whole-school approach to teaching reading. Evidence from attainment data shows that although across all stages most (88.8%) learners are meeting expectations some (11.2%) learners are not making sufficient progress in the foundational skills required for fluent, confident reading. In particular, our data highlights gaps in phonics, phonemic awareness, decoding accuracy and comprehension, which are impacting pupils' ability to access the wider curriculum.

This rationale also applies to Early Years. Analysis of early literacy developmental data, observations, and tracking indicates that some (14%) children require more consistent support in the early building blocks of reading, including oral language development, phonological awareness, early print knowledge, and emergent reading behaviours. Strengthening early, developmentally appropriate practice is essential to ensure a strong foundation before children transition into formal reading instruction.

Self-evaluation activities, including classroom observations, learning conversations, and tracking meetings reinforce the need for a more consistent, research-informed approach to early and developing reading. Staff have identified variability in practice, confidence, and resources, and have expressed a need for sustained, high-quality professional learning to embed a shared pedagogical understanding across the school.

Our data also highlights specific equity gaps, with 53% of children who are not meeting expected levels in Reading across P1-P7 living in SIMD1&2 and 80% of this group having additional support needs, highlighting that they are disproportionately represented in the lowest levels of attainment. Barriers include 15% who speak English as an additional language, inconsistent early literacy foundations, gaps from disrupted learning with 43% of those not meeting expectations in reading having attendance of less than 90%, language and communication development needs. Addressing these gaps aligns with our commitment to ensuring all learners experience a progressive, coherent, and evidence-informed reading curriculum.

This improvement priority is therefore designed to build staff capacity in the Science of Reading, strengthen the explicit teaching of phonics, and ensure consistent approaches built around the Five Pillars of Reading. Alongside this, we aim to develop a rich reading culture that promotes reading for enjoyment for all children.

The school will allocate a portion of its PEF budget to purchase the Reading Wise digital package as this has had positive results this session with more than 50 children moving from not meeting expectations to achieving expected levels in reading. This investment will enhance our capacity to provide accessible, personalised interventions, enabling struggling learners to engage more effectively with the curriculum and make sustained progress.

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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>
- Learners will develop stronger foundational reading skills, particularly in phonemic awareness, phonics, fluency, vocabulary, and comprehension: (Year 1: phonemic awareness, & phonics, Year 2: phonics & fluency, Year 3: vocabulary and comprehension) - Learners will experience more consistent, high-quality explicit, systematic phonics instruction across the whole school. Learners in EY will experience more consistent high-quality, teacher-led phonemic awareness instruction. - Learners will benefit from increased opportunities to read for	- Staff at all levels will engage with North Ayrshire Reads professional learning. - Use the Five Pillars of Reading to structure teaching, assessment, and planning. - Focus on phonemic awareness and explicit teaching of phonics implementation. Implement a consistent phonics and early reading approach aligned with the Science of Reading from Early Years through P7. - Use coaching support for modelling, co-planning, and reflective practice.	Year 1 - PT/DHT: Establish baseline data and aim (ORF, ACCEL, GL). In May P2s – DfE Phonics Screening Check EYC baselines August 2026 - Whole-staff and NAR Team: engage with PL programme and in-school support. -19/8/26 All staff Phoneme Awareness and Planning training -26/8/26 Teaching staff-Morphology Training	- Increase in percentage of learners achieving reading levels at appropriate age and stage (Teacher judgement and tracking - ACCEL data) – 5% across P1-7 - Improved phonics and decoding accuracy (DfE Phonics Screening Check) - Fewer pupils requiring interventions. - Higher engagement in reading for enjoyment (surveys/learner voice/parental voice). - More consistent practice across classes (observations).		£4914-decodable texts and Reading Wise

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enjoyment, fostering motivation and positive reading attitudes. • All learners will experience explicit and systematic teaching of phonics through a universal approach to instruction of the alphabetic code. • Learners requiring targeted support will access more effective, evidence-based interventions to support them to bridge the gaps in their knowledge. • Progress in reading and spelling will accelerate for identified groups, helping close equity gaps.	• Our Reading Champion, Laura Hail, who will lead on promoting high-quality reading practices, supporting staff to embed evidence-based approaches. • Strengthen reading for enjoyment through high-quality texts and family engagement. • Introduce/refine targeted literacy interventions based on diagnostic assessment.	-17/9/26 Teaching Staff- Adaptive Teaching -21/9/26 PSA training -4/11/26 Teaching Staff- Morphology and Etymology training EYC and PS- range of PLA teacher personnel to provide support visits throughout academic session PT Laura Hill- Reading leader sessions: 16/9/26, 11/11/26, 10/2/27, 26/5/27 Oct 26- decoding/encoding assessments May 2027- Phonics Screening Checks	• Data for targeted groups (SIMD, ASN, care-experienced). • Improved SNSA / GL assessment scores. • Improved accelerated reader scores • Data gathered by Reading Wise		
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PRIORITY 2: Supporting needs, wellbeing, equality and inclusion

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Stanley PS and EYC Improvement Plan 2026-27

Strategic Objective:

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

The school will develop and embed New Authority as a universal, whole-school approach informed by the principles of Building Positive Relationships (BPR). This programme forms an important aspect of North Ayrshire's Relationships and Behaviour Policy from 2026 onwards. This priority will support a consistent, relational response to behaviour across the establishment, with a focus on strengthening adult presence, reducing escalation, and promoting repair and connection.

Select the KEY drivers for this improvement priority

National Improvement Framework <i>Please select the relevant NIF priority</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	2. Teaching and practitioner professionalism 1. School & ELC leadership Choose an item.	1.4 Leadership and management of staff 3.1 Ensuring wellbeing, equality and inclusion Choose an item.	4.1 Nurturing care and support 4.2 Wellbeing, inclusion and equality Choose an item.

Rationale for Change

This priority has been identified to ensure that teams have a clear and consistent approach to responding to children's behaviour. BPR recognises the importance of adult self-control, calm presence, and reflective practice in helping to de-escalate situations and maintain positive relationships across the school community. ASSURE, Exclusion, Bullying Incidents and school refusal data supports the need to continue to strive to improve children's ability to regulate and adhere to our school values to support everyone to feel included.

The approach is rooted in the principles of resist, persist, unite and repair. It aims to support teams to respond consistently and collaboratively, ensuring that relationships and behaviour are understood within a context and that relationships remain central to all interactions. This is particularly important in creating a safe, predictable, and supportive environments for all learners

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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>
Strengthen consistent and relational practice across the school.	Deliver professional learning on BPR and the principles of New Authority. Work in partnership with families and other professionals in particular NAC Educational Psychology where appropriate.	Laura Hill and Matthew Wilkin Aug 2026 Leaders network opportunities: 16/9/26 11/11/26 10/2/27 25/5/27 Further whole school input to teaching staff: 23/9/26 18/11/26 17/2/27 1/6/27	Greater staff confidence and consistency in approach as measured. Progress will be monitored through staff feedback, pupil voice, observation of practice, and review of behaviour and wellbeing information. This will help evaluate the extent to which BPR is contributing to a more consistent, relational, and supportive school environment. PASS survey results, wellbeing data and any other measure used by your establishment.		

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		PSA training opportunities TBC after each of networking sessions			
Increase staff confidence in responding to children's behaviour.	Develop shared language and expectations across staff using NAC Educational Psychology training materials.	All staff	Improved relationships between staff and pupils as measured by class observation and professional dialogue		
Reduce escalation and reactive responses.	Support reflective discussion and attend coaching around relational practice. Using NAC Educational Psychology training materials.	All staff	Reduced incidents of escalation as measured by reduction in ASSURE forms, Bullying Incidents logged, refusal to attend and pastoral notes submitted		
Support pupils to feel safe, understood, and regulated.	Embed consistent strategies for de-escalation, self-regulation, and repair. Using NAC Educational Psychology training materials.	All staff	More effective use of de-escalation and repair strategies as measured by reduction in ASSURE forms and pastoral notes received		
Promote timely repair and restoration of relationships.	Utilise resources provided to support embedding New Authority, for example the Solution Orientated Planning Sheet and the Reflective Log. Using the	All staff	Positive feedback from staff, pupils, and families, gathered through learning conversations, pupil self-evaluation, class observations and professional dialogue		

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	NAC Educational Psychology training materials.				
Learners are consistently taught expectations and experience relational and natural consequences when appropriate	Engage in professional dialogue as a team – utilising the NAC Educational Psychology resources provided	All staff	Use of rubric (see NAC resource)		
Improved attendance	SLT adoption of NAC Attendance tracker	SLT	Attendance data and interventions		

PRIORITY 3

Strategic Objective: To continue to improve achievement and attainment in Literacy and Numeracy across the primary school and early years' class, utilising the ISAS programme as a cross-curricular context to close the poverty-related attainment gap and ensure robust motivating and engaging learning transitions

Select the KEY drivers for this improvement priority

<u>Education Service Priority</u>	<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	2. Teaching and practitioner professionalism 4. Curriculum and assessment Choose an item.	2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	3.2 Curriculum 3.3 Learning, teaching and assessment 4.3 Children's progress

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Rationale for Change

While achievement of expected levels in Literacy and Numeracy has shown improvement, our tracking data and standardised assessment analysis indicate that further work is required to ensure consistent pace, depth, and application of skills across the curriculum. In line with our work embedding the local authority's Literacy Framework, we must ensure that learners have rich, independent opportunities to apply technical language, oral communication, and mathematical modelling in real-world contexts. Our Pupil Focus Groups identified their wish to have more opportunities for learning opportunities in STEM subjects.

Our ongoing tracking dialogue and Establishment Review emphasise the need to raise attainment for targeted cohorts, particularly those within SIMD 1-2 bands who experience barriers to abstract learning. By introducing the experiential Invention Strategy and Action Plan (ISAS) framework, we provide a highly motivating, low-barrier vehicle for learning that supports equity and inclusion. Furthermore, a continuous theme of sustainability across the school and EYC will provide vertical transition consistency across all ages and stages, ensuring clear progression in skills and supporting our core aim to empower all children to achieve their potential.

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>
We will embed the ISAS framework as a progressive STEM and sustainability context to enhance, through practical STEM, core numeracy and literacy application, closing the poverty-related attainment gap across all stages.	Introduce the ISAS programme during August INSET to map out explicit cross-curricular links to the early, first, and second level literacy and numeracy benchmarks while keeping Science at the core.	DHT Attainment / Curriculum Aug 26 Nursery Manager Sept 26	We will analyse achievement in Numeracy and Literacy at all stages to evaluate growth against baseline metrics. We will contrast teacher professional judgement to standardised assessment data during STEM-focused moderations.	Targeted stages will show a measurable increase in achievement of expected levels in their application in writing and numeracy linked to practical STEM activity. The discrepancy between teacher professional judgement and	

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	Implement stage suitable STEM investigations that require learners to apply data-handling, measurement, and technical writing (using appropriate scientific vocabulary) Use the STEM context in termly tracking meetings to support teacher professional judgement and moderate achievement of a level. Deploy targeted team-teaching blocks to support SIMD 1-2 cohorts with collaborative planning, problem-solving, and communicative skills	Class teachers and EYPs Jan 27 DHT termly attainment meeting PT- Term 4	Tracking dialogue will evidence the use of contextualised STEM to support the assessment of expected levels. Pre- and post-pupil/parent questionnaires to monitor motivation and engagement levels, tracked by SIMD.	standardised assessment data will reduce across primary stages when determining practical science levels. Every independent play area and classroom environment will feature an area specifically for science enquiry, investigation and practical problem solving.	
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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:					
Carry forward:	£30,695.00	Total Allocation:	£144,550.00	Total:	£175,245

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?
Attainment in numeracy at P3, P5 and 6 Attainment in writing and numeracy at P4	Targeted pupils will receive additional small group teaching to support them to continue to achieve expected levels in their learning within the identified areas	Use PEF funded teacher to support learners	DHT Attainment	£75,451	Tracking and analysis of pupil attainment – TPJ and standardised assessment	
Improve attainment in Reading across the school	All children will have access to the online Reading Wise Programme Specific targeted children will be supported by PSAs to use the resource daily	Reading Wise subscription PSA hours	DHT Attainment	£4,296 (for 3 years) £43,095	Tracking and analysis of pupil attainment – TPJ and standardised assessment	

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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 5 support staff to facilitate Identify target groups of children to invite	June 2027	£28,509	SIMD 1-3 attendees will be compared to previous sessions attendance figures Tracking meetings 26 /27	
Close the poverty-related attainment gap and ensure robust motivating and engaging learning	Learners will engage in high quality STEM activities	Purchase of resources to support STEM- Marty Robots, Spheros and Lego	June 2027	£4961,00	Class observations, pupil feedback, teacher feedback- use of surveys	
Close the poverty related achievement gap through providing enriching opportunities	Learners will be provided with a range of experiences to promote their health and wellbeing while also inspiring them to take part in activities they may otherwise not have the opportunity to do	P1-3 Coaching/fitness and wellbeing at Winton Rovers P4- Badminton coaching and tournament P5 Swimming lessons P6 Sailing P7 Outdoor residential trip	June 2027	£13,700	Participation and achievement certificates Tracking meetings Pupil/staff feedback	
Engage parents and carers in their child's learning	Learners will have an online profile, regularly updates to show progression in their learning, targets and experiences at school	Learning ournals subscription Teachers update	June 2027	£1,460.00	Monitoring of usage/quality of posts Parent/carers feedback	