



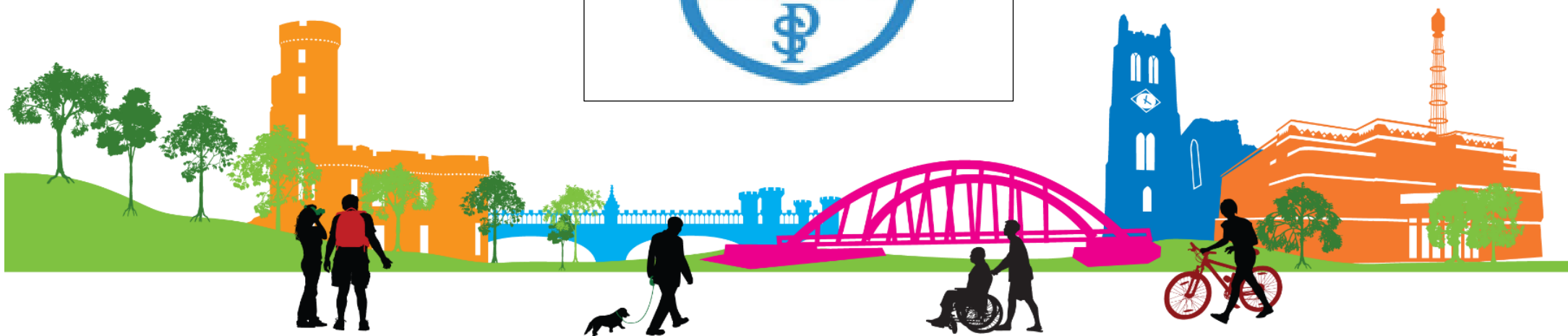
North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Directorate

St Luke's Primary School and EYC

Improvement Plan

2024-2025



Vision, Values and Aims

Vision, Values, Aims & Catholic Ethos

Vision

Our new child-friendly Vision statement:

“Together we will work to secure an outstanding future for St. Luke’s Primary. We will set high expectations for all staff and pupils. We will work in partnership with parents and our community to help all children to reach their full potential.”

Values

- Respect
- Effort
- Kindness & Friendship

Aims

- Aim High
- Celebrate Success
- Respect Each Other
- Promote Health
- Encourage Curiosity

Motto

“If you believe, you can achieve.”

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

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

School/EYC Improvement Plan 2024-25

PRIORITY 1 To empower pupils with the skills, knowledge and mind-set necessary to embrace a skills based curriculum.

Strategic Objective:

We aim to support young people as they fulfil their potential and develop the four capacities through a curriculum that allows opportunities for creativity, enterprise and citizenship, providing relevant and meaningful learning experiences and curricular choices. This will be enhanced by our strong partnership working with parents, local organisations and businesses. It is sufficiently flexible to allow capacity to innovate and to respond to the changing nature of the pupil cohort and our world, thus ensuring that all our young people are motivated to achieve positive destinations after school and pursue lifelong learning.

Highlight your KEY drivers for this improvement priority

Service Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

HGIOS & HGIOS ELC

Language specific to HIGIOELC is in green

- | | | |
|---|-------------------------------------|--|
| 1.1 Self-evaluation for self-improvement | 2.1 Safeguarding & Child Protection | 3.1 Ensuring wellbeing equality and inclusion |
| 1.2 Leadership for learning | 2.2 Curriculum | 3.2 Raising attainment & achievement |
| 1.3 Leadership of change | 2.3 Learning, teaching & assessment | (Securing children's progress) |
| 1.4 Leadership & management of staff | 2.4 Personalised Support | 3.3 Increasing creativity and employability |
| (practitioners) | 2.5 Family Learning | (Developing creativity and skills for life and learning) |
| 1.5 Management of resources to promote equity | 2.6 Transitions | |
| | 2.7 Partnerships | |

NIF Drivers of Improvement

1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- | | | | |
|---|--|--|--|
| 1.1 Nurturing care and support | 2.1 Quality of the session for care, play and learning | 3.1 Quality assurance and improvement are led well | 4.1 Staff skills, knowledge and values |
| 1.2 1.2 Children are safe and protected | 2.2 Children's experience high quality facilities | 3.2 Leadership of play and learning | 4.2 Staff recruitment |
| 1.3 Play and learning | | 3.3 Leadership and management of staff and resources | 4.3 Staff deployment |
| 1.4 Family engagement | | | |
| 1.5 Effective transitions | | | |

Rationale for Change

After Reading The OECD document 'The future in skills' and studying data taken from the Regional Skills Assessment South of Scotland 2022, the transition towards a skill based curriculum at St Luke's is closely aligned with the employability matrix in Scotland and Kilwinning. This data shown within Scotland highlights the key skills and attributes that employer's value in their workforce and we will transform our curriculum to match these needs. Together with The Learning Compass 2030, we will identify competencies necessary for pupils to thrive in and shape a better future for themselves and our economy. Motivated by these changes in society, the need for rethinking how children learn in the 21st century has been championed by the OECD.

The St Luke's Curriculum needs to be dynamic to evolve and be transformative; it needs to be in a constant process of flux and subject to an ever-increasing range of influences and pressures.

We aim to support young people as they fulfil their potential and develop the four capacities through a curriculum that allows opportunities for creativity, enterprise and citizenship, providing relevant and meaningful learning experiences and curricular choices. This is enhanced by our strong partnership working with parents, local organisations and businesses. It is sufficiently flexible to allow capacity to innovate and to respond to the changing nature of the pupil cohort and our world, thus ensuring that all our young people are motivated to achieve positive destinations after school and pursue lifelong learning.

As a whole school we evaluated the curriculum and the result showed that the curriculum was too overcrowded and staff were feeling really overwhelmed. They believed it was causing increasing stress and as a result was affecting their mental health. Our recent parent survey also revealed that our children would benefit from a skilled based curriculum to prepare our children better for the future. (See appendix 1) Parents would also like to see more practical life skills being explored at St Luke's.

Education Scotland acknowledges that Curriculum areas are not structures for timetabling:

"Establishments and partnerships have the freedom to think imaginatively about how the experiences and outcomes might be organised and planned for in creative ways which encourage deep, sustained learning and developing skills which meet the needs of their children and young people into adulthood".

During our School Improvement Committee with children and parents our children said they "sometimes we get bored as there is no fun. We just seem to do Numeracy and Literacy all day"

Education Scotland captures this too by saying the

"Curriculum overload has a major impact on pupil well-being, in particular when children feel that they have to forego fun activities or self-care rituals in order to finish their schoolwork."

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

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>
Establish the importance of assessing skills beyond academic knowledge. Highlight the necessity of preparing our pupils for the challenges of modern life and work. To equip pupils with comprehensive skills for success in learning, life, and work through effective assessments.	Design a comprehensive framework for assessing skills for learning, life, and work. Develop assessment tools aligned with the framework. Create high quality assessments including performance tasks, portfolios, and reflective journals.	SLT and all staff 2024- 2025	High quality assessments with quantifiable measures to track and assess pupil performance on skills-based assessments. Through moderation monitor teacher proficiency in assessment practices, and pupil feedback on the relevance of assessments to real-world skills.		

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

PRIORITY 2 To Improve standards in Listening and Talking

Strategic Objective:

To improve standards in Listening and Talking by Embedding listening and talking activities across all subject areas to reinforce these skills in various contexts. Provide teachers with resources and training to incorporate effective listening and talking strategies into their planning.
Assessment and Feedback: Implement regular formative assessments to gauge pupils' listening and talking proficiency.

Highlight your KEY drivers for this improvement priority

<u>Service Priorities</u>		<u>HGIOS & HGIOS ELC</u> <i>Language specific to HIGIOELC is in green</i>	
1. Improvement in attainment, particularly in literacy and numeracy	1.1 Self-evaluation for self-improvement	2.1 Safeguarding & Child Protection	3.1 Ensuring wellbeing, equality and inclusion
2. Closing the attainment gap between the most and least disadvantaged children and young people	1.2 Leadership for learning	2.2 Curriculum	3.2 Raising attainment & achievement <i>(Securing children's progress)</i>
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.	1.3 Leadership of change	2.3 Learning, teaching & assessment	3.3 Increasing creativity and employability <i>(Developing creativity and skills for life and learning)</i>
4. Improvement in children & young people's health & wellbeing	1.4 Leadership & management of staff <i>(practitioners)</i>	2.4 Personalised Support	
5. Placing human rights & needs of every child & young person at the centre of education	1.5 Management of resources to promote equity	2.5 Family Learning	
		2.6 Transitions	
		2.7 Partnerships	
<u>NIF Drivers of Improvement</u>		<u>Care Standards - Care Inspectorate Quality Indicators</u> <i>Applicable within all early years settings</i>	
1. School & ELC Leadership	1.1 Nurturing care and support	2.1 Quality of the session for care, play and learning	3.1 Quality assurance and improvement are led well
2. Teaching & Practitioner Professionalism	1.2 1.2 Children are safe and protected	2.2 Children's experience high quality facilities	3.2 Leadership of play and learning
3. Parent/carer involvement & engagement	1.3 Play and learning		3.3 Leadership and management of staff and resources
4. Curriculum & Assessment	1.4 Family engagement		
5. School & ELC Improvement	1.5 Effective transitions		
6. Performance Information			
			4.1 Staff skills, knowledge and values
			4.2 Staff recruitment
			4.3 Staff deployment

Rationale for Change

Our analysis of the current listening and talking curriculum revealed several gaps and areas for improvement at Primary 4 and 7 levels. Through interrogation of this data and through attainment meetings and tracking we have identified the need for a more structured and consistent approach to Listening and Talking throughout the school. Data at present is gathered through Teachers Professional Judgement however in order to make it more robust and tangible we need to source platforms and tools to enhance listening and talking skills and implement formative assessments.

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School/EYC Improvement Plan 2024-25

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>
<p>Active Listening Skills: Pupils will demonstrate the ability to actively listen and respond appropriately to instructions, questions, and discussions, both verbally and non-verbally.</p> <p>Effective Communication: Pupils will communicate ideas clearly and coherently, using appropriate vocabulary and tone for different purposes and audiences.</p> <p>Collaborative Discussion: Pupils will engage in collaborative discussions, actively contributing their ideas, opinions, and perspectives while respecting those of others.</p> <p>Empathetic Listening: Pupils will demonstrate empathy and understanding towards their peers by actively listening to their perspectives and experiences without judgment.</p>	<p>Structured Lessons: Implement structured lessons (through chosen scheme) that incorporates a variety of activities such as group discussions, debates, role-playing, and listening exercises to actively engage children and develop their listening and speaking skills.</p> <p>Modelling and Practice: Provide explicit modelling of effective communication skills by teachers and peers, followed by opportunities for pupils to practice and receive feedback on their own communication</p> <p>Differentiation: Tailor instructions to meet the diverse needs and abilities of pupils providing scaffolding for struggling learners and extension</p>	<p>SLT CLASS Teachers</p> <p>Aug- May 2024</p>	<p>Observation: Teachers can observe pupils participation in class discussions, group activities, and presentations to assess their listening and speaking skills in real-time. This qualitative assessment will provide valuable insights into pupils' abilities to actively listen, communicate effectively, and collaborate with peers. Develop checklists and assessments guides that outline specific criteria and performance indicators for listening and talking such as clarity of expression, active listening, participation, and collaboration.</p> <p>Formative Assessment: Use formative assessment techniques, e.g. think-pair-share activities, to gauge pupils' understanding and progress throughout the learning process.</p>		£5,000

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<p>Critical Thinking and Reflection: Pupils will critically evaluate information, arguments, and opinions presented during discussions, and reflect on their own communication skills and contributions.</p> <p>Confidence and Self-Expression: Pupils will develop confidence in expressing their thoughts and ideas verbally, leading to increased participation and engagement in classroom activities and discussions.</p>	<p>activities for those who require greater challenge.</p> <p>Peer Collaboration: Encourage peer collaboration through cooperative learning activities, pair and group work, allowing pupils to learn from each other and develop empathy and respect for different perspectives.</p> <p>Feedback and Reflection: Incorporate regular opportunities for pupils to receive feedback on their communication skills from teachers, peers, and self-assessment tools, and encourage reflection on areas for improvement.</p> <p>Real Life Opportunities: Design activities that require pupils to apply their listening and speaking skills in real-world contexts, such as presenting research findings, participating in community events</p> <p>Use of Technology: Integrate technology tools and resources to enhance listening and talking and provide</p>		<p>Performance Tasks: Design performance-based activities and projects that require pupils to demonstrate their listening and speaking skills in authentic contexts, such as delivering speeches, participating in debates, or engaging in collaborative problem-solving activities.</p> <p>Assess pupils performance using predetermined criteria aligned with the desired outcomes.</p> <p>Peer Feedback: Incorporate peer feedback where pupils provide constructive feedback to their peers on their listening and talking skills. Peer feedback promotes collaboration, self-reflection, and a sense of ownership over one's learning while providing additional data points for assessment.</p> <p>Surveys and Questionnaires: Administer surveys or questionnaires to pupils to gather self-evaluations of their listening and speaking skills, as well as their confidence levels and areas for improvement. Analyse the survey data to identify trends and patterns in pupils perceptions over time.</p>		
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	<p>opportunities for communication.</p> <p>Professional Development: Professional development opportunities for teachers to enhance their knowledge to ensure they are equipped to effectively facilitate pupil learning in listening and talking.</p>		<p>Standardised Tests: can provide valuable data on overall proficiency and growth in these areas.</p>		

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PRIORITY 3 to develop St Luke's in the community of FAITH.

Strategic Objective: to empower our pupils to cultivate a vibrant community rooted in Catholic faith, where each individual is nurtured to embrace spiritual growth , demonstrate compassion and engage actively in service to others, fostering a culture of love, integrity and excellence.

Highlight your KEY drivers for this improvement priority

Service Priorities

6. Improvement in attainment, particularly in literacy and numeracy
7. Closing the attainment gap between the most and least disadvantaged children and young people
8. Improvement in skills & sustained, positive school-leaver destinations for all young people.
9. Improvement in children & young people's health & wellbeing
10. **Placing human rights & needs of every child & young person at the centre of education**

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

HGIOS ☐ & HGIOS ELC

Language specific to HIGIOELC is in green

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

NIF Drivers of Improvement

7. School & ELC Leadership
8. **Teaching & Practitioner Professionalism**
9. Parent/carer involvement & engagement
10. Curriculum & Assessment
11. School & ELC Improvement
12. Performance Information

- 1.6 Nurturing care and support
- 1.7 1.2 Children are safe and protected
- 1.8 Play and learning
- 1.9 Family engagement
- 1.10 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 2.1 Quality of the session for care, play and learning
- 2.2 Children's experience high quality facilities
- 3.1 Quality assurance and improvement are led well
- 3.2 Leadership of play and learning
- 3.3 Leadership and management of staff and resources
- 4.1 Staff skills, knowledge and values
- 4.2 Staff recruitment
- 4.3 Staff deployment

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

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.

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 an integrated education which encourages the formation of the whole person, where staff, Parish and parents have a shared common goal.	<p>Communicate with families and consult them on a variety of aspects on learning and teaching through:</p> <ul style="list-style-type: none"> • Invitations to school and Parish events • Consultation-opportunities (surveys, discussion groups, etc.) • Communication (newsletters, social media, etc.) <p>Use Catholic Education Week to revisit and promote our vision, values and aims.</p>	<p>Various times throughout year</p> <p>The whole school community led by the SLT</p>	<p>Increased attendance at school and parish events by school community.</p> <p>Analysis of survey data and next steps identified.</p> <p>Vision, values and aims are aligned with Catholic Charter.</p>		£0

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<p>An inclusive ethos which aims to honour the life, dignity and voice of each person.</p>	<p>Following a process of discussion and reflection, we will have a clearer understanding of how inclusive we are as a school, how we honour the life, dignity and voice of each individual:</p> <ul style="list-style-type: none"> • Moderate Promoting Positive Relations policies in line with Gospel Values • SLT observations to include focus on ethos, dignity, respect and inclusivity • Survey for all stakeholders • Pupil voice groups 	<p>Sept Cluster Meeting Cluster HTs</p> <p>Termly Cluster HTs</p> <p>Sept Cluster Meeting Cluster HTs</p> <p>Termly Cluster HTs</p>	<p>High quality interactions and observations between all staff and pupils.</p> <p>All stakeholders working in partnership to provide positive learning experiences enabling everyone in school community to reach full potential.</p> <p>Meaningful and respectful relationships.</p> <p>All will be committed to ensuring that everyone connected with our school feels warmly welcomed and a valuable part of the community, which will have a positive impact on children's lives.</p> <p>Promoting Positive Relationship policies will reflect a commitment to an inclusive and dignified community and reflect our Gospel Values.</p>		£0
<p>A commitment to support the continuing professional and spiritual development of staff in order to develop a community of faith and learning for our children.</p>	<p>We will use the Good Shepherd Leadership Pathway journal to explore a personal and collective reflection with colleagues in school and within our Deanery by:</p> <ul style="list-style-type: none"> • Using professional directed reading Covey 2012 	<p>Sept In-service Day All teaching staff</p>	<p>Clearer understanding of what it means for staff to teach within a Catholic community through responses to directed readings and staff surveys (use of discussion questions from The Good Shepherd Leadership Pathway journal – part 3 Academic Leaders).</p> <p>Staff will demonstrate a commitment to Catholic social</p>		£0

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	<p>“Perceptions of Catholic Identity”</p> <ul style="list-style-type: none"> • Work collectively as a Deanery to gather views, recognise and share views on key features within our schools <p>Staff will engage in purposeful activities with a range of Church and Faith community partners:</p> <ul style="list-style-type: none"> • Cluster Masses • Parish based activities • School Masses • Bishop Frank to be invited to events within Deanery • SLT to attend CHAPs conference • SLT to attend Good Shepherd Leadership pathway online journal and network for SLT <p>Promote a culture of health and wellbeing for all staff which includes opportunities for spiritual, physical, emotional development and support by:</p>	<p>Various times throughout year</p> <p>3rd/4th October 2024</p> <p>Various times throughout year</p>	<p>teaching and uphold the moral teaching, Faith tradition and Sacramental life of the Catholic Church through participation and engagement in purposeful activities.</p> <p>Though participation in CHAPs conference and Good Shepherd Leadership pathway, HTs will increase their capacity as leaders of the Faith, share experiences and develop networks across the Catholic community.</p>		
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School/EYC Improvement Plan 2024-25

	<ul style="list-style-type: none"> • Staff self-evaluation of Priority across Cluster • Wellbeing walk and reflection in groups with specific questions 	May In-service Day All teaching staff			
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NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

PRIORITY 4

Strategic Objective:

To increase pupil participation within and across our schools and early years classes.
UNCRC articles 12, 13, 15, 17, 28, 29,

Highlight your KEY drivers for this improvement priority

Service Priorities

11. Improvement in attainment, particularly in literacy and numeracy
12. Closing the attainment gap between the most and least disadvantaged children and young people
13. Improvement in skills & sustained, positive school-leaver destinations for all young people.
14. Improvement in children & young people's health & wellbeing
15. Placing human rights & needs of every child & young person at the centre of education

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership & management of staff
(practitioners)
- 1.5 Management of resources to promote equity

HGIOS & HGIOS ELC

Language specific to HIGIOELC is in green

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

NIF Drivers of Improvement

13. School & ELC Leadership
14. Teaching & Practitioner Professionalism
15. Parent/carer involvement & engagement
16. Curriculum & Assessment
17. School & ELC Improvement
18. Performance Information

- 1.11 Nurturing care and support
- 1.12 1.2 Children are safe and protected
- 1.13 Play and learning
- 1.14 Family engagement
- 1.15 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 2.1 Quality of the session for care, play and learning
- 2.2 Children's experience high quality facilities
- 3.1 Quality assurance and improvement are led well
- 3.2 Leadership of play and learning
- 3.3 Leadership and management of staff and resources
- 4.1 Staff skills, knowledge and values
- 4.2 Staff recruitment
- 4.3 Staff deployment

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

Rationale for Change

- To create the right culture for meaningful learner participation in self-evaluation and school improvement activities thus impacting on pupil participation levels.
- To create opportunities for children to influence approaches taken to learning, teaching and assessment thus impacting on the curriculum on offer.
- To implement the Young Leaders of Learning programme, developed by Education Scotland, to give children and young people an increasing say in their education and their schools, building upon the UNCRC Rights of the Child and meta-skills.

School review/HMle feedback input as necessary (related feedback to learner participation and children as leaders of their learning).

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>
All staff and children will work together to evaluate a range of aspects of school life including teaching and learning (QI 1.1)	<ul style="list-style-type: none"> • Staff and children will self-evaluate their understanding using the Participation Mapping Tool • 4 arenas of Pupil Participation to be completed by staff and each class. 	<ul style="list-style-type: none"> • 23rd Sept In-service (staff) • 23rd Sept In-service (staff) • Week beginning 26th Sept (pupils) 	<ul style="list-style-type: none"> • Self-evaluation: Participation Mapping Tool (pre and post assessment completed by staff and pupils) • 4 arenas of pupil participation used to identify key strengths and areas for development 		£500 travelling costs

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All pupils participate in self-evaluation from HGIOURS: Theme 2, Our Learning and Teaching (page 12). Pupils will have the opportunity to ask questions, answer questions, provide feedback leading to positive change.	<ul style="list-style-type: none"> HGIOURS feedback collected from each class 	<ul style="list-style-type: none"> August to September 	<ul style="list-style-type: none"> HGIOURS feedback collated from each class and high level messages shared, next steps developed and evaluated 		
Staff increased confidence in their understanding of North Ayrshire's policy on Learner Participation ensuring greater consistency and opportunities for our children. This will empower children to participate and use their voice, make them feel valued and listened to, and see themselves as the change makers in our schools.	<ul style="list-style-type: none"> Learner Participation policy staff focus & methods of participation (7 Golden Rules) Staff complete 'Readiness checklist' and develop a learner participation framework for implementation 	<ul style="list-style-type: none"> 23rd Sept In-service (staff) 23rd May In Service (staff) 	<ul style="list-style-type: none"> Written feedback from staff: <ul style="list-style-type: none"> staff identify the main aspects of the policy key take-away points potential impact identified from the policy challenges raised from the policy (CLPL required to support implementation in practice?) Pre and post readiness checklist and mapping tool completed, analysed and high level messages gathered and shared. Staff evaluate the impact of learner participation framework on school development 		
P6 pupils will have increased understanding of the role of a Leader of Learning and the meta-skills required to fulfil this role. Pupils will be able to transfer their meta-skills across the curriculum.	<ul style="list-style-type: none"> P.6 pupils create success criteria (including meta-skills) for Leaders of Learning role profile 	<ul style="list-style-type: none"> September to October 2024 	<ul style="list-style-type: none"> Evidence from P.6 activity on the role of YLL (posters). 		

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<p>Pupil awareness of role profile shown through pupil interviews.</p> <p>Four P.6 pupils will be selected and trained as Young Leaders of Learning (YLL). Children will become familiar with the language and processes of school improvement and will contribute to evidence gathering and reporting.</p> <p>Pupils will have opportunities to develop their meta-skills in relation to their leadership role.</p> <p>Pupils will take lead roles in taking forward lead actions from the peer school visits.</p>	<p>Cluster schools in pairs:</p> <ul style="list-style-type: none"> • St. Anthony's & St. John's • St. Bridget's & St. Palladius • St. John Ogilvie & St. Marks • St. Luke's and St. Winning's • St. Peter's and St. Mary's • Early Years: St. Luke's, St John's and Castlepark <p>Cluster Meeting: Learner Participation will be a standing item</p> <ul style="list-style-type: none"> • Children from P.6 are asked to apply for the Young Leaders of Learning role. Four children are chosen from each school. • All P.6 Leaders of Learning will be trained using the @sparqs_scotland materials. • Each pair of schools will host. Three sessions should be planned: half day in each school (this 	<ul style="list-style-type: none"> • September to October (before October holidays) 2024 • Training will take place week beginning 20th October 2024 TBC • TBC (visits to be completed in term 2) 	<ul style="list-style-type: none"> • Evidence of application forms and interview notes for YLL positions • Job role profile (created by pupils) • YLL pupils will receive a journal to record their notes, feelings and thoughts throughout the journey • Pupil feedback on questionnaire related to the training and impact • Pupil voice gathered at the end of each YLL session by SMT on impact of this initiative • Pupils complete their journal after each visit. • Pupil voice collated and shared with paired school (on agreed format) 		
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<p>YLL pupils will show an increase in understanding of importance of pupil participation as part of school development and will showcase their learning on a display board within the school and will share their YLL journey at a whole school assembly.</p>	<p>can be on the same day) and one day in each school. YLL visits. Focus questions will be agreed in advance to ensure consistency.</p> <ul style="list-style-type: none"> Pupils will take part in self-evaluation using HGIOURS: Theme 2, to explore what is working well, areas for improvement and work together to devise a short action plan. Ideas for YLL visits: pupil focus groups: buddies and peer mediators, tour of the school, look at pupil work (ensure no identifiers), looking at displays, meet PSAs, look at school website and/or social media, participate in a learning walk, outside at break-time, look at school handbook and the school's vision, values and aims and a walkthrough (if agreed by staff). Children will meet will meet with the SMT to discuss how pupils will 	<ul style="list-style-type: none"> Complete self-evaluation and action plan during visits in term 2. Term 2 during visits SMT meet with YLL pupils in term 2 after school visits to implement action plan and evaluate in terms 3 and 4. 	<ul style="list-style-type: none"> Evidence of feedback, action plan and implementation guide A variety of evidence gathered during visits Pupil journals to evidence learning journey Action plan and implementation plan, including evaluation. Display boards within school re: YLL journey Evidence of showcase to the whole school e.g. PPT slides or photographs 		
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	implement and evaluate their action plan to bring about school improvement. The vision for the implementation of the plan is to involve a wider pupil group.				
Children to continue experiencing a range of leadership opportunities in class and across the school.	<ul style="list-style-type: none"> • EXEMPLARs linked to Sustainable Development Goals UNCRC and metaskills the following are suggestions : • P1 AND 2 RSPB Award: Wild Challenge Award • P3 and 4 Keep Scotland Beautiful :Pocket Garden P.5 pupils will participate in the John Muir Award P6: Young Stem Leaders/ BE YOU AMBASSADORS <p>Overall this links to Laudato Si Awards and RRS and Fairtrade. As a whole school, STEM Nation Award maybe considered over the course of 3years- this would incorporate YLL.</p>	<ul style="list-style-type: none"> • Ongoing throughout the year 	<ul style="list-style-type: none"> • Pupil participation tracked on the school's wider achievement tracking system • Pupil participation levels measured on a midified Leuven scale • Accreditation certificates and reports • Pupil showcasing learning e.g.Learning Cafes, class assemblies, local newspaper, X 		

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<p>Whole School focus on Learner Participation . Children will have the right to shape their education across the four arenas of Learner Participation (children leading their learning).</p>	<p>Action Plan devised for each school-specific to each school related to the four arenas of learning. Decision Making Process</p> <p>Opportunities for personal Achievement</p> <p>Learning , Teaching and Assessment</p> <p>Connection with the wider community</p>	<p>September 2024- May 2025</p>	<p>Pupil and staff evaluation of the action plan Increased learner participation through greater focus on the 4 arenas of evidenced in class trackers</p>		
<p>Stem Leader Young Stem Leader programme: Pupils will develop an awareness of and will actively challenge STEM Stereotypes.</p>	<p>HTs Attended a YSLP on 21/5/24 for information session</p> <p>Staff to attend tutor assessor training and develop a network with other staff delivering YSLP level 2.</p>	<p>Completed 18th Sep 2024</p>	<p>Number of pupils achieving YSLP level 2</p> <p>Post YSLP pupil measurement tool and focus group interview Data will show a greater awareness of STEM stereotypes and an increased number of pupils self-selecting into STEM as a career path</p> <p>Pupil evaluation and feedback will be used to demonstrate pupil awareness of Meta Skills they are developing through YSLP</p>		

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<p>Pupils will be given opportunities to develop and lead STEM learning in school community.</p> <p>Pupils will identify and develop Meta Skills required effectively prepare and lead STEM learning activities</p> <p>Pupils will show an increased awareness of STEM careers</p>	<p>YSLP LEVEL 2 will be delivered to P6 Pupils</p> <p>STEM pupil measurement tool and focus groups interviews with YSLP learners to measure baseline STEM aspirations and stereo type bias</p> <p>OPTION: Tim Dreyer to work with staff to showcase the second level science framework , including activities that could be used by learner to lead a STEM activity</p> <p>OPTION: Where needed , Tim Dreyer can work with staff to support use of STEM Ambassador portal increase pupil awareness of and and engagement with STEM careers</p>	<p>Completed and verified by June 2025-to be completed prior to beginning YSLP programme</p> <p>Tim Dreyer-timescale as directed by school</p>	<p>Option: pupil feedback will be used shoe evidence of impact of STEM Ambassador visits</p> <p>Option: Parent feedback if pupils run STEM sessions for wider school community</p>		
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PRIORITY 5 To embed outdoor learning across the curriculum

Strategic Objective: At St Luke's we are committed to enriching our pupils' educational experience by integrating outdoor learning across the curriculum. Our vision is to utilise the natural environment as a dynamic classroom, fostering curiosity, engagement, and holistic development.

Highlight your KEY drivers for this improvement priority

Service Priorities

6. Improvement in attainment, particularly in literacy and numeracy
7. Closing the attainment gap between the most and least disadvantaged children and young people
8. Improvement in skills & sustained, positive school-leaver destinations for all young people.
9. Improvement in children & young people's health & wellbeing
10. Placing human rights & needs of every child & young person at the centre of education

HGIOS & HGIOS ELC

Language specific to HIGIOELC is in green

- | | | |
|---|--|--|
| <ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership & management of staff
<i>(practitioners)</i> 1.5 Management of resources to promote equity | <ol style="list-style-type: none"> 2.1 Safeguarding & Child Protection 2.2 Curriculum 2.3 Learning, teaching & assessment 2.4 Personalised Support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships | <ol style="list-style-type: none"> 3.1 Ensuring wellbeing equality and inclusion 3.2 Raising attainment & achievement
<i>(Securing children's progress)</i> 3.3 Increasing creativity and employability
<i>(Developing creativity and skills for life and learning)</i> |
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NIF Drivers of Improvement

7. School & ELC Leadership
8. Teaching & Practitioner Professionalism
9. Parent/carer involvement & engagement
10. Curriculum & Assessment
11. School & ELC Improvement
12. Performance Information

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- | | | | |
|---|---|---|---|
| <ol style="list-style-type: none"> 1.6 Nurturing care and support 1.7 1.2 Children are safe and protected 1.8 Play and learning 1.9 Family engagement 1.10 Effective transitions | <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

Through outdoor learning, we aim to:

- Enhance Academic Achievement by utilising the outdoors to bring subjects to life, making learning more tangible and relatable.
- Promote Physical and Mental Well-being.
- Instill a sense of responsibility and respect for the environment.
- Support Inclusive and Diverse Learning Styles: Recognise that outdoor learning caters to diverse learning styles and needs. Hands-on, experiential activities will ensure that all pupils, including those who thrive outside traditional classroom settings, have access to meaningful and equitable learning opportunities.
- Curriculum Development: Collaborate with teachers to embed outdoor learning objectives within existing curricular frameworks.
- Professional Development: Provide ongoing training and resources for staff to effectively plan and deliver outdoor lessons, emphasizing safety, creativity, and interdisciplinary approaches.
- Community Engagement: Partner with local organisations, parents, and experts to enhance our outdoor learning initiatives, creating a supportive network and sharing best practices.

PRIORITY 5: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Improved Academic Performance Enhanced understanding and more depth across the curriculum through experiential learning Increased motivation and engagement in lessons due to hands on lessons.	Curricular Mapping: Collaborate with teachers to identify opportunities for outdoor learning within the existing curriculum across all subjects. Develop lesson plans that incorporate outdoor activities and align with For example, use outdoor	Term 1- Term 3	Assessment Scores: Compare assessments before and after implementing outdoor learning. Subject-Specific Evaluations: Track improvements in areas directly influenced by outdoor learning, such as science, numeracy Pupil Engagement and Behaviour:		

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<p>Improved problem solving and critical thinking skills as children apply them to real world scenario.</p>	<p>spaces for science experiments, math problem-solving, or creative writing.</p> <p>Professional Development: Training Workshops: Provide teachers with professional development workshops focused on outdoor education and innovative teaching strategies.</p> <p>Resource Sharing: Create a bank of outdoor learning resources, lesson plans, and best practices for teachers to access and contribute to.</p> <p>Resource Allocation: invest in resources, such as outdoor classrooms, gardens, and learning stations. Ensure these spaces are accessible and safe for all students.</p> <p>Materials and Equipment: Provide weather-appropriate clothing, tools for gardening, and educational materials that facilitate outdoor learning.</p> <p>Community and Parental Engagement: Partnerships: Build partnerships with local</p>		<p>Attendance Records: Monitor changes in pupil attendance and as a potential indicator of increased engagement and enthusiasm for school.</p> <p>Meta Skills Surveys: skills assessments to evaluate improvements in teamwork, communication, and conflict resolution.</p> <p>Teacher and Parent Feedback: Collect feedback from teachers and parents on the perceived impact of outdoor learning on pupils development and academic performance.</p>		
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	<p>environmental organizations, community groups, and experts to enhance outdoor learning opportunities and resources.</p> <p>Parental Involvement: Encourage parent and community volunteer involvement in outdoor activities and school projects.</p> <p>Timetabling: Allocate specific times in the school timetable for outdoor learning activities. Ensure regular and consistent use of outdoor spaces for different subjects.</p>				
Improvement in emotional health and wellbeing due to being in the outdoor environment			<p>Mental Well-being Indicators: Surveys and Questionnaires: Administer regular surveys to students, parents, and teachers to gauge perceptions of student stress, anxiety, and overall mental well-being.</p>		
Increased sense of responsibility for the natural environment			<p>Engagement in instances of environmentally responsible behavior, such as recycling, conservation efforts, and participation in eco-friendly projects.</p>		

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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:		Fiona McGowne		
Carry forward:	NIL	Total Allocation:	£34,033	Total: £34,033

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?
To maintain a community room that reponds to the needs of our parents and children. *Equity in access to resources for all pupils and parents. *Support for extracurricular activities, as some children say they can't afford a club.	Continue to engage with services that can provide support for both parents and children to improve mental health and wellbeing.	Our recent survey provided a clear indication of services required to maintain high levels of engagement. Open evening with invited services to provide information to both children and parents about what they can offer. Refreshments provided. Annual events calender shared.	SLT – across the academic year.	£ 10,000 Supplies: Consumables like stationery, art materials, and cleaning supplies. Staffing: If there are specialist supports their salaries or wages would be part of the expenses.	Questionnaires and pupil voice will continue to be collated before and after new clubs, initiatives and training to measure level of impact and to determine future planning for this community venture. Steering group feedback- a cross section of the parent group.	

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*Enrichment and academic support for pupils and parents				Programs and Activities: Costs associated with organising events, workshops, or classes held in the community room. Food supplies		

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Appendix 1

Pre skills Staff questionnaire results

<https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&FormId=oyzTzM4Wj0KVQTctawUZKb5VdzaHYvtElagEvnJwlo9UOFg0QjRPTFMwRzJLR1dZSVREVJFVFgwMS4u&Token=59713fc7ea194bb5b77762a062676ad>

Appendix 2

Listening and Talking Pre questionnaire pupils

<https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&FormId=oyzTzM4Wj0KVQTctawUZKb5VdzaHYvtElagEvnJwlo9UQzhRRkhPVFZOVkY1S1hMWjE2VTFIMVMzQy4u&Token=d5aa0c91d344451889ec0a5a015de643>

Listening and Talking Pre questionnaire staff

<https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&FormId=oyzTzM4Wj0KVQTctawUZKb5VdzaHYvtElagEvnJwlo9UMVZGQjdWQ0oyMjA3WDIJSDA1WllaMzNYWi4u&Token=106edcdca8124d049720ffec8eda3443>