North Ayrshire Council

Comhairle Siorrachd Àir a Tuath

Communities and Education Directorate

ST MARK'S PS

Improvement Plan

2023-2024

Vision, Values and Aims

ST. MARK'S PRIMARY SCHOOL AND EARLY YEARS CLASS

VISION

HEALTHY BODIES, HEALTHY MINDS, FIT FOR LEARNING, FIT FOR LIFE.

VALUES

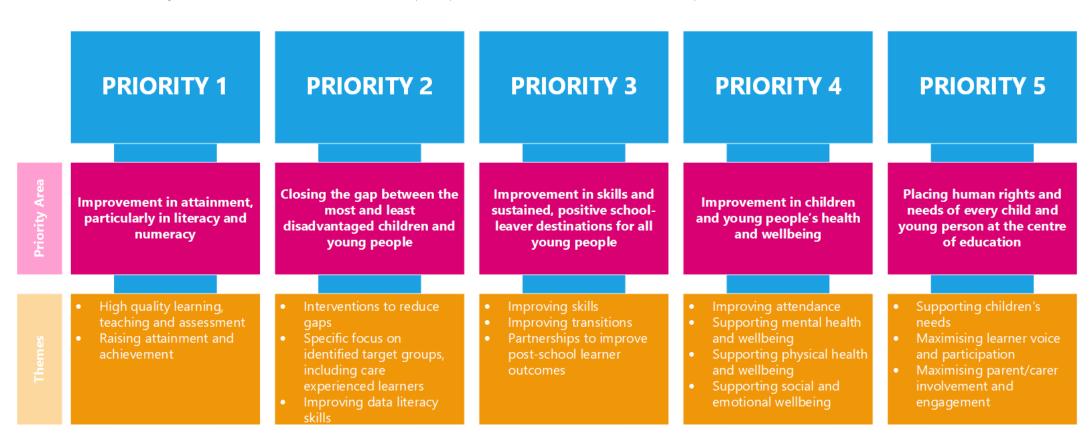*Relationships   Expectations   Achievement   Love*

AIMS

- Provide a safe and caring environment where staff, pupils, parents/carers and other agencies work together in productive partnerships.

- Support and motivate children to take part in all aspects of school life and become successful learners, confident individuals, responsible citizens and effective contributors.

- Provide challenging and enjoyable teaching and learning experiences that are relevant and enable pupils to achieve success and develop skills for learning, life and work.

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	PRIORITY 2	PRIORITY 3	PRIORITY 4	PRIORITY 5
Priority Area	Improvement in attainment, particularly in literacy and numeracy	Closing the gap between the most and least disadvantaged children and young people	Improvement in skills and sustained, positive school-leaver destinations for all young people	Improvement in children and young people's health and wellbeing	Placing human rights and needs of every child and young person at the centre of education
Themes	• High quality learning, teaching and assessment • Raising attainment and achievement	• Interventions to reduce gaps • Specific focus on identified target groups, including care experienced learners • Improving data literacy skills	• Improving skills • Improving transitions • Partnerships to improve post-school learner outcomes	• Improving attendance • Supporting mental health and wellbeing • Supporting physical health and wellbeing • Supporting social and emotional wellbeing	• Supporting children's needs • Maximising learner voice and participation • Maximising parent/carer involvement and engagement

PRIORITY 1 Further develop learning environments

Strategic Objective:
Further develop our environments throughout the school to support and develop high quality teaching, learning and pedagogy of play.
Enhance the use of space to promote learning both within the school and outdoors.

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 *(practitioners)*	2.4 Personalised Support	3.3 Increasing creativity and employability
1.5 Management of resources to promote equity	2.5 Family Learning	*(Developing creativity and skills for life and learning)*
	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

Although this is a cluster priority, we are all at differing stages in developing our environments. We are working collaboratively to share knowledge and expertise. This priority has been created in collaboration with all staff, our Parent Council and in consultation with pupils.

"The journey through education for any child in Scotland must include opportunities for a series of planned, quality outdoor learning experiences."
CFE, Outdoor Learning, 2010

"Play is essential to healthy development from birth to adulthood contributing to capacity for learning, resilience and the development of physical, cognitive, social and emotional skills."
Play Strategy for Scotland, 2013

"Curriculum for Excellence (2007) gives prominence to play, particularly across the early level and the transition between ELC and primary school. This transition will likely be smoother for the child if play remains and continues as the main vehicle for their early learning in P1 and beyond."
Realising the Ambition, 2020

Having piloted the pedagogy of play, our data demonstrates the positive impact play based learning environments has had on our learners. Transitions have been smoother, children were more ready to learn. This was observed by practitioners, parents and other professionals. Our formative data shows that we are on track or exceeding schools within our Quartile in literacy and numeracy.

Through continuing to develop our environments, we are striving to create spaces to learn which are motivating, exciting, different, relevant and easily accessible.

UNICEF sets the foundation for the development of critical, social and emotional knowledge and skills. Outdoor environments with natural features can support concentration and self-discipline (Play Scotland).

PRIORITY 1: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*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.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
• Through high quality interactions, children will: o Have a positive attitude towards learning. o Develop imagination, curiosity, creativity, problem solving and enthusiasm. o Build their resilience and persistence. o Foster cognitive growth o Develop social *and emotional skills.* o *Improve literacy and numeracy.* *As staff model behaviours, children will learn to play together, cooperate, communicate effectively, problem solve and resolve conflicts.*	Rationale of play understood by staff. High quality interactions and observations of staff supporting the learning. Further training from cluster staff who have completed pedagogy of play, PLA and further training opportunities. Sharing good practice of the pedagogy of play to make it relevant to ages/stages.	PLA input Sept in-service (All staff) Cluster collegiate opportunities (All staff) Environments work stream with teaching, EY and support staff (strategic lead LS, PT)	Milestones used as baseline data. Early Years 28 days. Transition information from EYC practitioners and teachers. Classroom observations. Leuven scale. PASS data. Tracking and monitoring.	Almost all learners will have achieved appropriate level. Learners will have a positive attitude to school and their learning. Learner participation will be evident through pupil voice and interactions.	£38,500 2 x CA and resources to support play based learning

PRIORITY 1: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*How will we know the change is an improvement?*	*How do we know that the experiences & outcomes for learners have improved?*	*Please enter the cost to the nearest £*
• Learners will have increased opportunities to enjoy and choose from a wide variety of resources to support their learning. • Cater for a wide range of learning styles. • Improved access to facilities and resources readily available with increased engagement. • Make use of outdoors for learning. • Children will have improved physical fitness, mental health and self-esteem. • Opportunities for leadership in learning. • Opportunities to develop gross motor skills and self-confidence.	Use self-evaluation tools e.g. Environment tool and The Circle for indoor and outdoor environments. Enhance spaces to play and learn through development of resources and grounds. Apply for relevant grants and contact local businesses to support this. Work in partnership with parents and wider community to create donation stations. Planning and preparation of areas for ease of use. Development of upper school play room. Label areas to make purpose explicit - consider storage and access. Timetabling of staff and areas to allow engagement, observations, with access to improved facilities and resources. Visit other establishments to share positive examples of resources and space. Pupil and staff leadership groups to develop areas. Opportunity for local and further afield outdoor excursions to close experience related poverty gap.	Environments work stream with pupil, teaching, EY and support staff (Strategic Lead LS, PT) Termly (All staff) Aug – June (All staff) Visits to be arranged Oct – May (All staff) Environments work stream with pupil, teaching, EY and support staff (Strategic Lead LS, PT)	Completed self-evaluations using mapping tool - 4 Capacities. Plans for improvement. Observations of environments. Interactions with space, resources and staff. Environments developed based on observations and learner interests. Floor books. Book creator to be used at Upper stages. PASS data.	Improved and evolving child led environments. Almost all learners will have achieved appropriate level. Learners will be engaged in their learning and interacting positively with learning environments.	£38,500 2 x CA and resources to support play based learning £6000 enhanced PT salary to support staff training and development

PRIORITY 1: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*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.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
• Learners participating in a range of progressive and creative learning experiences which are clearly part of the curriculum. • Quality and consistent learning experiences delivered through use of PLA framework. • Development of pupil confidence in meta-skills and application of play based learning. • Children able to confidently verbalise their achievements in learning and next steps.	Use framework from PLA to plan for play at Early Level. Opportunities for personalisation and choice through forward plan. Tracking and monitoring meetings to discuss individual learners, levels of achievement, next steps. Engage with meta-skill tool kit from skills development Scotland – include in forward planning documents. Assessment calendar. Moderation opportunities at school and cluster level. Introduction of Early and First Level Science framework, with development of Second Level.	Aug - June (All staff) Termly (SLT and staff) As required Termly (All staff) Termly (SLT and staff)	Attainment and achievement data. Focus groups (learners, staff, parents). Staff and SLT discussions around planning, tracking and monitoring. Cluster based discussions to support colleagues in development of understanding and skills.	Almost all learners will have achieved appropriate level. Staff feel up-skilled and better equipped to support personalisation and choice through play based learning. Raised attainment in literacy and numeracy. Improved quality of learning opportunities.	

PRIORITY 2 Deliver High Quality Teaching and Learning to support current climate

Strategic Objective:
Raise attainment in literacy and numeracy through high quality learning and teaching experiences for all learners.

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 *(practitioners)*	2.4 Personalised Support	3.3 Increasing creativity and employability
1.5 Management of resources to promote equity	2.5 Family Learning	*(Developing creativity and skills for life and learning)*
	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

This priority has been created in collaboration with all staff, our Parent Council and in consultation with pupils.

"Our vision in Education and Youth Employment is to ensure that all children and young people have access to a high-quality education, delivered by staff in a learning environment that will provide them with knowledge, experiences and skills to secure employment and be healthy, active and responsible citizens."
North Ayrshire Council's Learning, Teaching and Assessment policy, 2022-23

Our school values are at the heart of everything we do. We have high expectations for all of our learners, and work to remove any barriers. It is essential our children experience high quality teaching and learning and that staff are confident in delivering an engaging curriculum to meet their needs and the needs of the world they live in.

Classroom observations, our recent review and tracking and monitoring meetings support this rationale for change.

Although our data shows we are raising attainment in some areas of the curriculum, we continuously strive for better. Our data supports our decision to prioritise this through planning, teaching, learning, assessment and our understanding of data.

"There is a commitment across education to ensure all young people in Scotland have the digital skills to use and/or create digital solutions in learning, life and work."
Digital Learning and Teaching, Education Scotland 2020

We are committed to equipping our children for the world we live in today and feel our team need to increase their confidence in digital learning in order to deliver this to learners. In order to seamlessly integrate ICT in to the curriculum, staff and pupil also need to have the skills and know how to do this.

	PRIORITY 2: Action Plan				
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*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.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*

• Improved Learning and Teaching with a particular focus on Literacy and Numeracy.
 	
• High quality lessons catering for the differentiated needs and styles of learners, taking in to consideration
   o Challenge
   o Choice
   o Leaders in learning
   o Differentiation
   o Questioning
   o Pace
   o Higher order thinking skills
     Feedback
	Class and playroom observations by SLT and peers.
	
	Feedback and next steps agreed to ensure continued improvement.
	
	Staff training opportunities including staff modelling sessions.
	
	Planning sessions for teaching and support staff.
	
	Moderation of learning through use of recently introduced trackers and examples of the children's work.
	
	Introduction of Early Level trackers from EY-P1.
	
	Pupil support - Delivery of Reading Recovery strategies to identified individuals.
		Aug - June (All staff)
		
		L and T work stream with pupil, teaching, EY and support staff (Strategic Lead CMcK, PT)
		
		SLT
		
		EEL/SLT
		
		PS / CT
			Progressively improved classroom observations and follow up discussions.
			
			Peer support groups with staff observing each other for good practice and to support individual development needs.
			
			Feedback through pupil focus group.
			
			PASS data.
			
			Increased attainment in Literacy and Numeracy through Milestone data, GL, SNSA, SOFA.
			
			Staff discussions on personal and professional development including PRD.
			
			Staff awareness and understanding of children's progress within a level will be increased.
			
			Raised attainment in reading for identified individuals.
				Increased staff confidence in delivering high quality learning with staff feeling upskilled and better equipped to support personalisation and choice.
				
				Most learners will have achieved appropriate level.
				
				Closing of poverty related attainment gap through raised attainment in literacy and numeracy.
				
				Improved quality and enjoyment of learning opportunities.
					£38,500 2 x CA
					
					£25,600 0.4 teacher to increase staffing levels
					
					£6000 enhanced PT salary to support staff training and development

PRIORITY 2: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*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.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
• High quality writing experiences for all learners.	Purchase PM Writing. Deliver training and seek advice from colleagues in order to gain understanding of best way of delivering. Curriculum rationale for reading and writing. Including new guidance on homework. Cluster peers to share assessment and guidance. Cluster school observations of teaching using PM Writing. Classroom observations and support sessions. Assessment and Moderation activities ensuring shared understanding of benchmarks achievements. EY writing development of literacy area and opportunities thorough use of the Environment tool	Aug - June (Teaching staff) L and T work stream with pupil, teaching, EY and support staff (Strategic Lead CMcK, PT) SLT Moderation leads L and T work stream with EEL / EY and support staff (Strategic Lead CMcK, PT)	Increased confidence in writing through pupil discussions and pieces of writing. Increased confidence in teaching of writing. Increased enjoyment and engagement in reading and writing through observations, conversations, assessment and trackers. PM Writing assessments (St Mary's and St Peter's to provide assessments as a starting point). GL, SNSA, SOFA data. Evaluation of Writing across the whole school. Observations Learning Journals EY Trackers, Milestones and targets setting.	Increased staff confidence and motivation in teaching writing. Most learners will have achieved appropriate level in writing, or have supports in place to achieve full potential and address barriers. Assessment information and data will show attainment gap in writing being reduced. Improved quality and enjoyment of learning opportunities.	£4100 (cost to school budget) £38,500 3 x CA £25600 0.4 teacher to increase staffing levels £6,000 enhanced PT salary to support staff training and development

			PRIORITY 2: Action Plan		
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*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.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
Development of ICT skills.	New P1-7 planners introduced.

Survey all staff on skill set.

Staff training sessions built around needs.

Digital co-ordinator to support roll out of new planners.

Digital Leaders to attend training and cascade to school.

Digital co-ordinator and leaders to work towards Digital Schools Award.

IT equipment provided for those who require it to close poverty related attainment gap.

EY to receive allocation of new devices to be used within the playroom to increase staff and pupil skills. | Aug - June (Teaching staff)

Aug (All staff)

Digital Leader and pupil leadership group

HT (We will await guidance from NAC re the number of and type of devices) | Increase in pupil and staff skills and confidence using ICT.

Increase in engagement in ICT through inter-disciplinary learning.

Development of leadership skills through Digital Leaders. Staff and pupils surveys. Classroom observations and discussions. | Development of ICT skills and confidence using them.

ICT transferrable skills across the curriculum.

Raised attainment in Literacy and Numeracy through increase in digital skills | £2300 Software and Licences |

PRIORITY 2: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*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.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
Upskill staff in gathering and interpreting data to improve learning outcomes and identify gaps.	Quality assurance and improvement calendar: Clear, agreed and appropriate assessment calendar. Staff training on new assessment suites. Tracking and monitoring meeting to discuss data, plan interventions, look at trends and plan for improvement. Data literacy training to increase confidence and skills. Boxall profiles used to gather information for nurture interventions. Staged Intervention and nurture targets agreed and shared by all relevant staff and stakeholders.	Aug (HT) Aug (T and L Strategic Lead CMcK, PT) Aug - June (All staff) Aug - June (All staff/Nurture staff) Aug - June (All staff/Nurture staff)	Staff able to confidently articulate data and understanding next steps. Increased pace of learning. Quicker and more appropriate interventions to meet individual needs. Confidence in moderation with a variety of data. ACEL data. Clearer understanding of the needs of individuals and how to collectively plan to support and for improvement. Use the new format for plans consistently and effectively. Ensure there is a body of evidence to support target setting. Evidence of progress within children's learning.	Confidence in data knowing staff are upskilled and empowered. Raised attainment through improved pace and appropriately timed interventions. Positive progress made through individualised targets and target setting.	£6,000 enhanced PT salary to support staff training and development £6,500 30% NA contribution £18,500 30% NT contribution

PRIORITY 3 Participation of learners and engagement with families

Strategic Objective: Increase positive learner participation and family engagement within the school and the wider community.

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

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

HGIOS☐ & HGIOS ELC
Language specific to HIGIOELC is in green

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

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)*

Care Standards - Care Inspectorate Quality Indicators
Applicable within all early years settings

3.1 Nurturing care and support
3.2 1.2 Children are safe and protected
3.3 Play and learning
3.4 Family engagement
3.5 Effective transitions

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

Rationale for Change
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This priority has been created in collaboration with all staff, our Parent Council and in consultation with pupils.

"In schools and early learning and childcare (ELC) settings, learner participation is core to a good education. As part of all educational experience, it is young people's right to have a say in matters that affect them. Our vision is that in all schools and ELC settings, all young people should have opportunities to...
learn about their right to participate voluntarily in decision making
be enabled to participate through a variety of ways of expressing their views
"...have a say in shaping educational provisions in their setting and beyond
learn through participating in decisions within a wide variety of educational activities and processes leading to meaningful impacts and outcomes
be involved in monitoring and evaluating young people's participation and its impact."
Learner Participation in Educational Settings (3-18), Education Scotland, 2018

Although we are extremely confident that we encourage and support participation of learners and families, we would like to improve our tracking of this to ensure that we identify any gaps within this and look at ways of closing these. We have raw data of who we provide opportunities to engage in wider life, but we need to improve the analysis of this.

"Improving outcomes for learners, parents and families remains a key priority across Scotland's political and educational landscape. In order to achieve this, there is an ongoing need to ensure that the workforce has the appropriate values, competencies, skills, knowledge, experience and qualifications to work effectively with learners, parents and families."
Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at Home, 2022

Education works best when working in partnership with all stakeholders. Due to Covid and the restrictions that followed, we have had to rebuild relations within the school community with parents, carers, the parish and the wider community. In addition, our Early Years Class is a blended model and our children would benefit greatly from improved partnership work with Child Minders.

"Education is integral to the mission of the Church to proclaim the Good News. First and foremost every Catholic educational institution is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth."
Pope Francis, 2022

Our Catholic school is is designed to assist children and young people to be increasingly able to make an informed and mature response to God in faith and to nurture that faith. We support their journey through faith and, to do this, it is essential we strengthen the relationships of our families with the parish and provide opportunities for worship.

PRIORITY 3: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*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.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
• Children will be aware of their rights as expressed through the UNCRC. • Improved sense of community. • Positive relationships will be evident. • Understanding of themselves as global citizens. For our children, staff will; • Be bold in quoting the CRC and asserting children's rights when advocating for our pupils with local and national authorities. • Be child-centred in our thinking, planning and communication. • Actively seek out and listen to the Children's voices. • Positive relationships in place with children involved in decision-making.	Work towards Silver Award as RRS. Ensure consistency in raising awareness of children's rights. Publish new Promoting Positive Relations Policy and share with all stakeholders. Revise Paul Dix strategies, especially with new staff members to ensure a shared understanding of behaviour, communication and relationships across the school. Create new leadership group for RRS with many current members moving on to S1.	Sept – RRS co-ordinator and committee Aug - DHT and all staff Sept in-service – all staff Sept – RRS co-ordinator and committee	Self-evaluation of RRS action plan to show improvement. Achieve Silver Accreditation. Pupil, parent and staff consultation. Children and staff will be able to understand and use the language of RRS. Observations of PPR in action. Positive relationships, situations de-escalated, consistent and appropriate reactions. PASS data. RRS assemblies and minutes from meetings.	Working towards Gold Accreditation. Positive results of surveys and data gathered. Observations and conversations.	

PRIORITY 3: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*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.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
• Pupil participation will be tracked to ensure all children have opportunities to be involved in life of school and wider community. • All pupils, regardless of circumstances, will be encouraged to make decisions about them, with a particular focus on their health and wellbeing.	Extra-curricular activities will be offered to children at various times through the day to ensure there are no barriers to accessing these (before, during, after school). JASS bronze, silver and gold awards across P5, P6 and P7. Going for Gold Award. There will be no cost attached to sporting activities or trips and school will support transport. Staff will track pupil's engagement both within and out with school time, considering those living in SIMD 1, 2, hidden poverty, Young Carers, Care Experienced children and others who require enhanced support. All children will be given the opportunity to participate in decision making around the life of the school and have opportunities to take on leadership roles.	Aug – June All staff, pupils, relevant external partners Participation and Engagement work stream Strategic Lead CF, DHT with support from LS, PT and Class Teachers)	Four capacities – Learning Participation Policy by NAC, to be introduced to track engagement. SHANARRI wellbeing wheels. Increased number of children achieving JASS awards. High level of engagement in sporting activities. Achievement of the award. Observations, conversations and registers from activities offered. Surveys to see where we have gaps to close. Increased range and uptake at clubs. Leadership forums within the school and opportunities for pupil voice using a variety of strategies for example, pupil voice boxes, talking circles and class activities	Increased engagement and participation measured. PASS data. Positive feedback from SHANARRI wheels. Observations of pupils being able to discuss and share learned skills, knowledge and experiences. Positive data through surveys, observations and conversations. Increased range and uptake at clubs. Children able to vocalise their involvement in life of school.	£6,000 enhanced PT salary to support staff training and development

PRIORITY 3: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*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.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
• Always prioritise health and wellbeing for children, staff and families to create a safe, happy, healthy environment for children to grow and learn.	Timetables to support children, classes whilst taking in to consideration break times for all staff. Check in with staff through regular meetings to ensure views are sought and wellbeing considered whilst still delivering high quality education to all learners. EY Register of Need to be created for consistency from EY – P7. Register to be updated and all relevant staff aware of essential information to support children and families. See You Mental Health Ambassadors to deliver training to P7 children. P7 Ambassadors then to work within school to support mental health needs. LIAM to be delivered to carefully identified individuals (NT, NA have received training, with a further CA to be trained). Nurture and ACES training to all staff, with additional focus on the Early Years. SCERTS to be implemented post training	Aug - DHT and support staff SLT EEL/HT HT/DHT See You Mental Health Ambassadors/ HT NT, NA and another staff member SEYP/DHT	Discussions with staff members, observations, PRD, Our Time To Talk, surveys. Staff will have increased understanding of needs of child and personal circumstances. This information will be handled sensitively. Improved mental health and reduction in anxiety for identified individuals. Staff will have increased knowledge and better understanding of principles of nurture and the impact of adverse childhood traumas. Staff will have increased knowledge and better understanding of Social Communication.	Positive outcomes from surveys, discussions, meetings. Staff, children and parents working collaboratively in a happy, safe and healthy environment. Support and interventions are well planned and responsive to the individual needs of children and families. PASS data, conversations and surveys will show improved mental health. Improved understanding of the behaviours, responses, and individual needs of children and families.	£6,000 enhanced PT salary to support staff training and development £6,500 30% NA contribution £18,500 30% NT contribution

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• Children and families are supported to have a fuller understanding of their faith and the Sacraments in collaboration with the church, school and home.	Increase parental engagement in our faith through Masses in school. Introduce monthly family Masses where each class and their families have the opportunity to attend 10am Mass at St Mary's. Daily and weekly prayer opportunities. Weekly visits from our Chaplain and engagement in the life of St Mary's parish through representation at church events. Catholic ethos strongly promoted in our words but more so in our actions: Pope Francis Faith Award – P6 & P7	Aug – HT Sept – HT Aug – June Class Teachers Fr Boyd/SLT Aug – June HT with full staff supporting	Increased attendance at school Masses. Parents joining us for monthly family Mass. Class discussions and reflections in faith. Increase in children making their Sacraments.	Attendance at Mass and religious celebrations. Attendance at St Mary's and conversations with parents. Class discussions and reflections in faith. Increase in children making their Sacraments.	
• We will tackle inequity and continue to remove any poverty related barriers to learning to ensure all children, regardless of their circumstances, are given the best possible chance in life.	Remove barriers and social stigmas, treating all members of the school community with dignity and respect: o Free breakfast club daily for all. o Free fruit daily for all. o Water and water bottles for all. o Free clothing, uniform, hoodies, resources where required. o Engagement with SVDP, Spirit Aid and any other charity we can access to provide help with food, clothing, fuel, etc. – particularly during difficult times. o Responsive support Cost of the School Day fund used to close experience related attainment gap and allow children to enjoy a range of experiences outside of school.		Breakfast club registers. Children's appearance and mood. Higher attendance recorded. Less late comings. SHANARRI Wheels. PASS Results. Pupil Voice survey.	Increased engagement and participation measured. Children ready to learn. Increased attendance with less late comings. Positive data from children, staff and families.	

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• Increased parental and community engagement will promote shared understanding of our children and their needs.	Family Learning Team Interventions – including Read, Write, Count at P2 and P3. Parents recently surveyed to find out what would be beneficial. Responsive to needs.	HT/FLT	Opportunities which are relevant to engage in life of school through FLT.	Attendance at FLT events and positive feedback.	
	Stay and Play Early Years workshops and parent groups Celebrations of Learning Open Afternoons Showcases	Aug – June – all staff	Uptake for events. Conversations and surveys.	Well attended events, parents engaging with children and staff in school, positive feedback from conversations and surveys.	
	Termly target and sharing success sessions with parents and carers.	Once per term, teaching staff	Target feedback. Survey feedback.	Increased and shared understanding of children's learning, next steps and actions.	
	Increased engagement and target setting with childminders for children using blended model.	Termly – EY staff and child minders	Conversations with child minders and parents. Children's targets.	Increased and shared understanding of children's learning, next steps and actions.	
	Whole school events such as Family Fun Night.	SLT	Uptake for events. Conversations and surveys.	Well attended events, parents engaging with children and staff in school, positive feedback from conversations and surveys.	
	New Parent Council recently established – work collaboratively to support fundraising, meetings, etc.	HT/DHT/Parent Council	Success of Parent Council – meetings, number of active members, events planned and attended, presence at events.	Parent Council well established and integral part of school community, working in partnership for better outcomes.	

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• Positive relationships between home and school will enhance the wellbeing of learners.	Development of outdoor area in collaboration with parents. Early Years to introduce Our Learning Journal Platform to share the learning with parents.	Aug – June Environments and Engagement work streams (Strategic Leads LS - PT, CF – DHT) Aug - EY staff SLT/Parents	Improved environments with parents, staff and children working collaboratively. Our Learning Journals up and running. Information accessible and useful to parents and professionals.	Outdoor environment better. Before and after photos. Conversations with parents and "end product" of learning journal – is this better than pupil folders?	

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

This hould 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:	Gemma Strain		
Carry forward:	£184	Total Allocation: £97,200.00	Total: £97, 83400

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?
Raise attainment in Literacy and Numeracy through digital programmes. Increase skills in digital technologies.	See Priority 2			NESSY £800 BUG CLUB £500 ACTIVE LEARN £1000		
Development of play based learning.	See Priority 1			£1000		
Provide core nurture programme for individuals identified through Boxall profile.	See Priority 2			30% CONTRIBUTION NT £18,500 NA £6,500		
Enhanced Principal Teachers to FT allowing for devolved leadership.	See Priority 1, 2 and 3.			£5800		
2 x Classroom Assistants employed to raise attainment in Literacy and Numeracy for those living in poverty.	See Priority 1, 2 and 3.			2 x £18,729 = £37,458		
Increase Class Teacher's contract by 0.4 to maintain teaching ratio from previous year.	See Priority 1, 2 and 3.			0.4 = £25,600		