



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Directorate

St. Mary's Primary School

Improvement Plan

2024-2025



Vision, Values and Aims

Vision: The whole school community will work as a team to ensure that all children can be Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. Our children will develop the knowledge, skills and attributes they will need to flourish in life, learning and work, now and in the future. Our school will be a nurturing environment where children are supported and challenged to investigate, explore and embrace all experiences and outcomes within Curriculum for Excellence.

Values: Our values are **Faith**, **Compassion**, **Ambition** and **Respect**.



- St Mary's is a welcoming, happy, safe, inclusive and nurturing environment where everyone is valued and children's rights are respected.
- We will develop as a community of faith and learning by promoting Gospel values and through celebration and worship; sharing our God-given talents for the common good.
- Our children will be motivated, encouraged and stimulated through a variety of high quality learning and teaching experiences; differentiated to meet the needs of all learners.
- As a community, we will celebrate the personal and wider achievements of all, both in class and at assemblies.
- Our partnership with parents, parish, local community and partner agencies, based on mutual respect and support the health and wellbeing of all our young people.
- We will maintain high standards and expectations, challenging our learners to be aspirational. They will be challenged and supported to set their own targets and achieve their goals in learning and life.
- We will promote the values of Global Citizenship and learning for sustainability to promote care for both our immediate environment and the wider world.



The Catholic Charter

St. Mary's Primary School, in honouring Jesus Christ as the Way, the Truth and the Life, is committed to promoting the key characteristics summarised in the Catholic Charter:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional development.

EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2023/4 – 2025/6

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead.



PRIORITY 1

Strategic Objective:

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

To develop as a community of faith and learning within our schools and across the Deanery.

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

- 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

HGIOSO & 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

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

- 1.1 Nurturing care and support
- 1.2 1.2 Children are safe and protected
- 1.3 Play and learning
- 1.4 Family engagement
- 1.5 Effective transitions

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 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.

“The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.”

Charter for Catholic Schools in Scotland

Following the appointment of Bishop Frank, we were called as a Deanery to meet with fellow practitioners from across the Diocese where we reflected on our Catholic Mission on the wellbeing, equality and inclusion of pupils and our collaborative and partnership work.

Our Catholic communities are going through times of change and challenge, including staff, parental engagement, changes within the Deanery and most importantly the needs of our children. As Catholic leaders, we are committed to embedding the Mission in our everyday lives with:

- A commitment to support the continuing professional and spiritual development of staff.
- A commitment to ecumenical action and the unity of Christians.
- The provision of religious education programmes which will enable young people to develop their understanding of Gospel values and how to apply them in life.
- A commitment to the spiritual formation of the school community through the shared experience of prayer and liturgy, and in partnership with local parishes.

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>

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School Improvement Plan 2024-25

<p>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>	<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>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>		<p>£0</p>
<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, 	<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</p>		<p>£0</p>

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School Improvement Plan 2024-25

	<p>respect and inclusivity</p> <ul style="list-style-type: none"> Survey for all stakeholders Pupil voice groups 	<p>Sept Cluster Meeting Cluster HTs Termly Cluster HTs</p>	<p>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>		
<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 “Perceptions of Catholic Identity” 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 	<p>Sept In-service Day All teaching staff</p> <p>Various times throughout year</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 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>		£0

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School Improvement Plan 2024-25

	<ul style="list-style-type: none"> • 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> <ul style="list-style-type: none"> • Staff self-evaluation of Priority across Cluster • Wellbeing walk and reflection in groups with specific questions 	<p>3rd/4th October 2024</p> <p>Various times throughout year</p> <p>May In-service Day All teaching staff</p>			
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PRIORITY 2

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

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

- 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

HGISO & HGIO 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

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

- 1.1 Nurturing care and support
- 1.2 1.2 Children are safe and protected
- 1.3 Play and learning
- 1.4 Family engagement
- 1.5 Effective transitions

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

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/HMIE feedback/school context input as necessary (related feedback to learner participation and children as leaders of their learning).

NORTH AYRSHIRE COUNCIL: EDUCATION

School 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>All staff and children will work together to evaluate a range of aspects of school life including teaching and learning (Q1 1.1)</p> <p>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.</p>	<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. HGIOURS feedback collected from each class 	<ul style="list-style-type: none"> 23rd Sept In-service (staff) 23rd Sept In-service (staff) Week beginning 26th Sept (pupils) August to September 	<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 HGIOURS feedback collated from each class and high level messages shared, next steps developed and evaluated 		
<p>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.</p>	<ul style="list-style-type: none"> Learner Participation policy staff focus & methods of participation (7 Golden Rules) 	<ul style="list-style-type: none"> 23rd Sept 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?) 		

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	<ul style="list-style-type: none"> Staff complete 'Readiness checklist' and develop a learner participation framework for implementation 	<ul style="list-style-type: none"> 23rd May In Service (staff) 	<ul style="list-style-type: none"> 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 		
<p>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. Pupil awareness of role profile shown through pupil interviews.</p>	<ul style="list-style-type: none"> P.6 pupils create success criteria (including meta-skills) for Leaders of Learning role profile <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 meetings: Learner participation will be a standing item</p>	<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). 		
<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>	<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. 	<ul style="list-style-type: none"> September to October (before October holidays) 2024 	<ul style="list-style-type: none"> Evidence of application forms and interview notes for YLL positions Job role profile (created by pupils) 		
<p>Pupils will have opportunities to develop their meta-skills in relation to their leadership role.</p>	<ul style="list-style-type: none"> All P.6 Leaders of Learning will be trained using the @sparqs_scotland materials. 	<ul style="list-style-type: none"> Training will take place week beginning 15th November 2024 	<ul style="list-style-type: none"> YLL pupils will receive a (digital) journal to record their notes, feelings and thoughts throughout the journey Pupil feedback on questionnaire related to the training and impact 		

School Improvement Plan 2024-25

<p>Pupils will take lead roles in taking forward lead actions from the peer school visits.</p> <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</p>	<ul style="list-style-type: none"> • Each pair of schools will host. Three sessions should be planned. YLL visits. Focus questions will be agreed in advance to ensure consistency. • 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 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. 	<ul style="list-style-type: none"> • TBC (visits to be completed in term 2) • 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 	<ul style="list-style-type: none"> • 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) • 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 		
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NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2024-25

<p>school and will share their YLL journey at a whole school assembly.</p>		<p>implement action plan and evaluate in terms 3 and 4.</p>	<ul style="list-style-type: none"> Evidence of showcase to the whole school e.g. PPT slides or photographs 		
<p>Children to continue experiencing a range of leadership opportunities in class and across the school.</p>	<ul style="list-style-type: none"> EXEMPLARS linked to Sustainable Development Goals, UNCRC and meta-skills. All children are involved Leadership Groups: <ul style="list-style-type: none"> Play Pedagogy Pupil Council & Social Justice Eco Group Fairtrade & Charities Health & Wellbeing Digital Leaders Rights Respecting School Enterprise <p>Overall, this links to Laudato Si Award and Rights Respecting Schools and Fairtrade Awards. As a whole school, STEM Nation Award may be considered over the course of 3 years – 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 modified Leuven Scale Accreditation certificates and reports Pupil showcasing learning e.g. Shared Finish, class assemblies, local newspaper, X (formerly Twitter) 		
<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>	<ul style="list-style-type: none"> Action plan devised for each school – specific to each school related to the four arenas of learning: <ul style="list-style-type: none"> Decision Making Process Opportunities for Personal Achievement 	<ul style="list-style-type: none"> September 2024 to May 2025 	<ul style="list-style-type: none"> Pupil and staff evaluation of the action plan Increased learner participation through greater focus on the 4 arenas of learning as evidenced in class trackers 		

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2024-25

	<ul style="list-style-type: none"> - Learning, teaching and assessment - Connection with the Wider Community 				
<p>STEM Leader Young STEM Leader Programme: -pupils will develop an awareness of and will actively challenge STEM stereotypes.</p>	<ul style="list-style-type: none"> • HTs attended a YSLP on 21/05/24 information session. • Staff to attend tutor assessor training and develop a network with other staff delivering YSLP level 2. 	Completed 18 Sep 2024			Staff evaluation of YSLP to examine: -Suitability of programme to provide all learners with a leadership opportunity.
<p>-pupils will be given opportunities to develop and lead STEM learning in the 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>	<ul style="list-style-type: none"> • YSLP level 2 will be delivered to P6 pupils. • STEM pupil measurement tool and focus groups interviews with YSLP learners to measure baseline STEM aspirations and stereotype bias. <p><u>Option 1:</u> TD to work with staff to showcase the second level science framework, including activities that could be used by learners to lead a STEM learning activity. <u>Option 2:</u> Where needed, TD can work with staff to support use of the STEM Ambassador portal increase pupil</p>	<p>Completed and verified by June 2025 – to be completed prior to beginning YSLP programme.</p> <p>TD – timescale as directed by school.</p> <p>TD – timescale as directed by school.</p>	<ul style="list-style-type: none"> • Number of pupils achieving YSLP level 2. • 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. • Pupil evaluation and feedback will be used to demonstrate pupil awareness of Meta-skills they are developing through the YSLP. <p><u>Option 1:</u> Pupil feedback will be used to show evidence of impact of STEM Ambassador visits.</p> <p><u>Option 2:</u> Parent feedback if pupils run STEM sessions for wider school community.</p>	<p>-Suitability of programme to provide learners with opportunities to pursue their own interest. -Individual success stories.</p> <p>-Pupil awareness and articulation of Meta-skills. -Opportunities to improve delivery next session.</p> <p>Analysis of Pupil feedback and Focus group data.</p>	

	awareness of and engagement with STEM careers.				
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PRIORITY 3

Strategic Objective:

What do you we want to specifically achieve across your school?

To develop our use of high-quality assessments in Literacy and Numeracy/Maths.

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

HGIOSO & 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

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.

We are evaluating our current pathways and assessment in Literacy & Numeracy, ensuring consistency in teaching strategies and high-quality assessments. We aim to ensure plans are in line with the latest Scottish Government Guidance on Literacy & Maths.

PRIORITY 3: Action Plan

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2024-25

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 £1000</i>
Learners will experience a broad, coherent and progressive curriculum within numeracy and maths, ensuring multiple opportunities to develop knowledge and skills in each benchmark.	As a staff, we will evaluate our planner to share benchmarks fairly across a level.	Term One SMT / Teaching Staff	Professional dialogue at termly attainment meetings, SMT audit of planning. Pupil focus groups. SMT observed lessons. Evidence of staff collaboration on adapted planners and assessments and feedback after use.		
We will ensure depth of learning through incorporation of problem solving and application of numeracy and maths skills across learning, including digital.	Continued bundling of outcomes to ensure application of skills across learning and in meaningful contexts.	All Year. Teaching Staff	Professional dialogue at termly attainment meetings, SMT audit of planning.		
Learners will experience high-quality assessments, which cater for a range of learning styles and will generate excellent feedback and inform meaningful next steps.	High-quality assessments to be created to demonstrate pupils' learning. Numeracy and Maths Policy to be updated to reflect changes.	All Year SMT / Teaching Staff	Professional dialogue at termly attainment meetings, SMT audit of planning. Evidence of staff collaboration on adapted planners and assessments and feedback after use. Jotter audit. Analysis of SNSA and GL data. Updated policy.		
Learners will have a positive attitude to numeracy and maths learning.	We will survey pupils and parents before and after our changes to assess attitudes and as a 'test of change.'	SMT	Survey results and comparative data after second data collection.		

NORTH AYRSHIRE COUNCIL: EDUCATION

School Improvement Plan 2024-25

Attainment will increase in numeracy and maths.	Give children a variety of opportunities to develop their numeracy skills, teaching these explicitly and then encouraging the links to be made between transferable skills.	SMT / Teaching Staff	Assessment data from school and online sources (GL/SNSA) and professional dialogue at termly attainment meetings. Evidence of children on SfL targets making appropriate progress.		
Learners will experience high-quality teaching and learning in phonics and spelling, following a robust, progressive framework to develop their skills.	As a staff, we will evaluate our planner and resources used currently to streamline into one cohesive planner.	Term Three SMT / Teaching Staff	Professional dialogue at termly attainment meetings, SMT audit of planning. Pupil focus groups. SMT observed lessons. Evidence of staff collaboration on adapted planners and feedback after use.		
Learners will experience consistent approaches to the teaching of phonics and spelling across all stages, incorporating innovative use of technology.	All staff to agree and follow consistent approaches – update literacy policy with these.	Term Three/Four SMT / Teaching Staff / RC	Professional dialogue at termly attainment meetings, SMT audit of planning. Jotter audit. Pupil focus groups. SMT / peer observed lessons. Literacy Policy.		
Learners requiring Support for Learning in spelling will be supported to access alternative pathways which all staff will be clear on to ensure appropriate and consistent support.	As a staff, we will evaluate our planner and resources used currently to streamline into one cohesive planner. Add to literacy policy once agreed so all staff can familiarise and reference.	Term Three/Four SMT / Teaching Staff / RC	Evidence of staff collaboration on adapted planners and feedback after use. Target paperwork to reflect consistent support following agreed policy. Literacy Policy.		

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<p>Creative and high-quality assessments will be administered to pupils to generate feedback and meaningful next steps.</p>	<p>High-quality assessments to be created to demonstrate pupils' learning.</p>	<p>Term Three / Four SMT / Teaching Staff</p>	<p>Professional dialogue at termly attainment meetings, SMT audit of planning and assessments. Analysis of SNSA / GL Data.</p>		
<p>Learners will have a positive attitude to spelling and attainment will increase.</p>	<p>We will survey pupils and parents before and after our changes to assess attitudes and as a 'test of change.'</p>	<p>SMT</p>	<p>Survey results and comparative data after second data collection.</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:					
Carry forward:	£2,561.00	Total Allocation:	£15,040.00	Total:	£17,601.00

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?
Faith in the Community (Priority 1)	More inclusive. Developing Faith within our community.	Contribute to the Parish Festival. Cluster coming together as a deanery to develop Faith within our Parish & school communities.	August '24 – June '25 All stakeholders	£2,000.00 <ul style="list-style-type: none"> - CHAPS - Visit from Bishop - Religious Artefacts - Rosary Group - School Prayer Cards - Travel to Carfin 	<ul style="list-style-type: none"> - Greater links with families and Parish/Deanery - Greater participation in Parish-based activities - Staff will have the opportunity to engage in purposeful CPD & opportunities for spiritual, physical and emotional development which is underpinned by 	

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					<p>the Catholic Charter.</p> <ul style="list-style-type: none"> - Children will have access to more resources which will promote the Catholic Faith & support their Faith Journey - Pupils voice will be evident in shaping the aims, visions and values of the school 	
STEM (Priority 2) Young Leaders in Learning	Promotion of pupil voice to guide decision making in learning	Cluster Initiative	August '24 – June '25 Alison Allan Young Leaders in Learning HT CTs	£1,000.00	<ul style="list-style-type: none"> - Pupils voice will be evident in shaping the aims, visions and values of the school 	
(Priority 3) Literacy & Numeracy Raising Attainment in Literacy & Numeracy. Reducing the poverty related attainment gap.	Access to new resources that are in response to children's interests and will support their engagement in learning. New home-readers purchased for the Infant department that	Online subscriptions to Education Platforms. Purchase of new reading materials. Purchase of new maths resources. (Link to outdoor learning)	August '24 – June '25 HT DHT CTs Pupils	£3,500.00	<ul style="list-style-type: none"> - Attainment meeting - Pupil Voice - PASS Survey - Bounce Back - Parental Questionnaire - Engagement in Homework 	

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	support diversity and enhance learning opportunities.					
Pupil Support for Learning Assistants	Interventions identified to help raise attainment in Literacy, Maths/Numeracy to narrow the gap in attainment. Breakfast Club. 4 mornings a week.	Increased staffing hours. Breakfast provision	August '24 – April '25 HT DHT	£11,000.00	<ul style="list-style-type: none"> - Attainment meetings - Tracking & Monitoring - STINT paperwork - Pupil voice - PASS survey - Breakfast uptake 	