



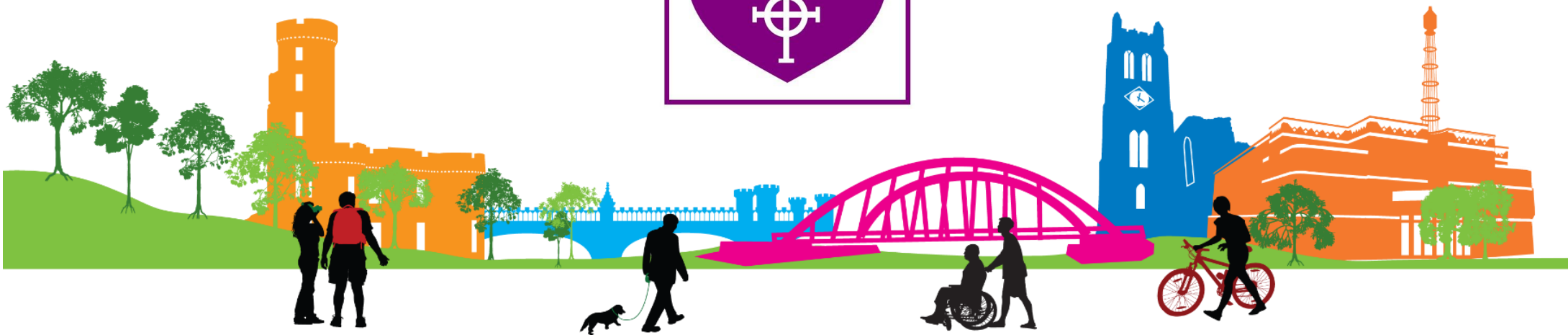
North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

**Education Directorate**

# **St. Palladius Primary School**

**Improvement Plan**

**2024-2025**



### Vision, Values and Aims

Through consultation with our learners, parents/carers and partners we share our newly refreshed vision, values and aims.

#### Our Vision

We have a nurturing and inclusive ethos at St. Palladius that ensures that all children are safe and happy. We ensure that by working together and across the community, children are engaged in activities that allow them to reach their full potential and give them the skills needed for life, learning and work.

#### Our Values

Compassion    Ambition    Respect    Equity

#### At St. Palladius we aim to:

- Be caring towards others and the world around us; treating everyone with kindness and helping people in need.
- Work hard in all that we do, setting ourselves high expectations, believing that we can succeed and showing a determination to achieve.
- Be honest and trustworthy. Valuing the rights of others and treating all members of our school community with dignity and respect.
- Ensure that the needs of the individual are met, providing appropriate opportunities and support to enable all learners to reach their full potential.

**At St. Palladius we CARE!**

### 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.

UNCRC articles: 8, 12, 13, 14.

#### 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

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

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

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 &amp; 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.	Communicate with families and consult them on a variety of aspects on learning and teaching through: <ul style="list-style-type: none"> <li>• Invitations to school and Parish events</li> <li>• Consultation-opportunities (surveys, discussion groups, etc.)</li> </ul>	Various times throughout year	Analysis of survey data and next steps identified.  Vision, values and aims are aligned with Catholic Charter: <ul style="list-style-type: none"> <li>• Pre and post Microsoft forms questions come from Developing in Faith starter questions for parents and carers.</li> </ul>		£0

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

	<ul style="list-style-type: none"> <li>• Communication (newsletters, social media, etc.)</li> </ul> <p>Creation of survey at Cluster Meeting.</p> <p>Use Catholic Education Week to revisit and promote our vision, values and aims.</p>		<ul style="list-style-type: none"> <li>• Pupil focus groups based on HGIOURS.</li> </ul>		
<p>An inclusive ethos which aims to honour the life, dignity and voice of each person.</p> <p>All stakeholders working in partnership to provide positive learning experiences enabling everyone in school community to reach full potential.</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>	<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"> <li>• Moderate Promoting Positive Relations policies in line with Gospel Values</li> <li>• SLT observations to include focus on ethos, dignity, respect and inclusivity</li> <li>• Survey for all stakeholders</li> <li>• Pupil voice groups</li> </ul>	<p>4 times per year</p> <p>Sept Cluster Meeting Cluster HTs</p> <p>Termly Cluster HTs</p> <p>Sept Cluster Meeting Cluster HTs Termly Cluster HTs</p>	<p>High quality interactions and observations between all staff and pupils as evidenced in overview of observations.</p> <p>Revised Promoting Positive Relationships policy which reflects a commitment to an inclusive, dignified community and reflects our Gospel Values.</p> <p>Question "How Nurturing is Our School?" at parents' night.</p> <p>PASS results/return to school survey.</p> <p>Rights Respecting Schools pupil questionnaire.</p>		£0

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

<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>Clearer understanding of what it means for staff to teach within a Catholic community.</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>	<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"> <li>Using professional directed reading Covey 2012 “Perceptions of Catholic Identity” page 187 The Good Shepherd Leadership Pathway Part 3 – Academic Papers.</li> <li>Work collectively as a Deanery to gather views, recognise and share views on key features within our schools</li> </ul> <p>Staff will engage in purposeful activities with a range of Church and Faith community partners:</p> <ul style="list-style-type: none"> <li>Cluster Masses</li> <li>Parish based activities</li> <li>School Masses</li> <li>Bishop Frank to be invited to events within Deanery</li> </ul>	<p>Sept In-service Day All teaching staff</p> <p>3<sup>rd</sup>/4<sup>th</sup> Oct ‘24</p> <p>Various times throughout year</p> <p>3<sup>rd</sup>/4<sup>th</sup> October 2024</p>	<p>Pre and post questionnaire to ascertain views of perceptions of Catholic identity.</p> <p>Jam board based on responses to directed readings (use of discussion questions from The Good Shepherd Leadership Pathway journal reflective Journal.) Collective view on reflection questions.</p> <p>Cluster strategic impact statement from participation in CHAPs conference and reflective reading.</p> <p>Staff self-evaluation</p>		<p>£500</p>
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## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

	<ul style="list-style-type: none"> <li>• SLT to attend CHAPs conference</li> <li>• SLT to attend Good Shepherd Leadership pathway online journal and network for SLT</li> <li>• Standing item at the Cluster Headteacher meeting.</li> </ul> <p>Promote a culture of health and wellbeing for all staff which includes:</p> <ul style="list-style-type: none"> <li>• Wellbeing walk and reflection in groups with specific questions</li> </ul>	<p>May In-service Day All teaching staff</p>			
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### PRIORITY 2

#### Strategic Objective:

To increase and enhance 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

##### 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

#### Rationale for Change

Through self-evaluation of quality indicator 1.2 Leadership for Learning, we as a staff wanted to continue to build upon the changes we had made in session 2023/2024 with regards to children leading their own learning. We had established leadership groups, in which all children participated, bringing about meaningful change and improvements to our school. We are working towards our Rights Respecting Gold Award. Having a clear focus in our school improvements plan will allow us to create the right culture for meaningful learner participation in self-evaluation and school improvement activities thus impacting on pupil participation levels.

Our learners had already started to observe and make comments on learning and teaching, visiting classes to evaluate what a good learner looks like. We wish to create more opportunities for children to influence approaches taken in learning, teaching and assessment thus impacting on the curriculum on offer.

Having seen the benefits leadership opportunities can have on children’s participation levels, through observations using the Leuven Scale, providing increased opportunities will only serve to further learner participation. Having successfully implemented Young STEM Leaders, Digital Leaders and Sports Leaders, this session we will 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 introduce meta-skills.

### 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 &amp; 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 and provide feedback, leading to positive change.</p>	<ul style="list-style-type: none"> <li>Staff and children will self-evaluate their understanding using the Participation Mapping Tool</li> <li>4 arenas of Pupil Participation to be completed by staff and each class.</li> <li>HGIOURS feedback collected from each class</li> </ul>	<p>23<sup>rd</sup> Sept In-service (staff)</p> <p>23<sup>rd</sup> Sept In-service (staff) Week beginning 26<sup>th</sup> Sept (pupils)</p> <p>August to September</p>	<ul style="list-style-type: none"> <li>Self-evaluation: Participation Mapping Tool (pre and post assessment completed by staff and pupils)</li> <li>4 arenas of pupil participation used to identify key strengths and areas for development</li> <li>HGIOURS feedback collated from each class and high level messages shared, next steps developed and evaluated</li> </ul>		
<p>Staff increased confidence in their understanding of North Ayrshire’s policy on Learner Participation ensuring greater consistency and</p>	<ul style="list-style-type: none"> <li>Learner Participation policy staff focus &amp; methods of participation (7 Golden Rules)</li> </ul>	<p>23<sup>rd</sup> Sept In-service (staff)</p>	<ul style="list-style-type: none"> <li>Written feedback from staff: <ul style="list-style-type: none"> <li>staff identify the main aspects of the policy</li> <li>key take-away points</li> </ul> </li> </ul>		

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

<p>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"> <li>Staff complete 'Readiness checklist' and develop a Learner Participation Framework for implementation</li> </ul>	<p>23<sup>rd</sup> May In Service (staff)</p>	<ul style="list-style-type: none"> <li>potential impact identified from the policy</li> <li>challenges raised from the policy (CLPL required to support implementation in practice?)</li> <li>Pre and post readiness checklist and mapping tool completed, analysed and high level messages gathered and shared.</li> <li>Staff evaluate the impact of Learner Participation Framework on school development</li> </ul>		
<p>P6 pupils will have an 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"> <li>P6 pupils create success criteria (including meta-skills) for Leaders of Learning role profile</li> </ul> <p>Cluster schools in pairs:</p> <ul style="list-style-type: none"> <li>St. Anthony's &amp; St. John's</li> <li>St. Bridget's &amp; St Palladius</li> <li>St. John Ogilvie &amp; St. Mark's</li> <li>St. Luke's and St. Winning's</li> <li>St. Peter's and St. Mary's</li> </ul> <p>Learner participation is a standing item at the Cluster Meeting</p>	<p>September to October 2024</p>	<ul style="list-style-type: none"> <li>Evidence from P6 activity on the role of YLL (posters).</li> </ul>		
<p>Four P6 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"> <li>Children from P6 are asked to apply for the Young Leaders of Learning role. Four children are chosen from each school.</li> </ul>	<p>September to October (before October holidays) 2024</p>	<ul style="list-style-type: none"> <li>Evidence of application forms and interview notes for YLL positions</li> <li>Job role profile (created by pupils)</li> </ul>		

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

<p>Pupils will have opportunities to develop their meta-skills in relation to their leadership role.</p>	<ul style="list-style-type: none"> <li>All P6 Leaders of Learning will be trained using the @sparqs_scotland materials.</li> </ul>	<p>Training will take place week beginning 20<sup>th</sup> October 2024 TBC</p>	<ul style="list-style-type: none"> <li>YLL pupils will receive a journal to record their notes, feelings and thoughts throughout the journey</li> <li>Pupil feedback on questionnaire related to the training and impact</li> </ul>		
<p>Pupils will take lead roles in taking forward lead actions from the peer school visits.</p>	<ul style="list-style-type: none"> <li>Each pair of schools will host. Three sessions should be planned: half day in each school (this can be on the same day) and one day in each school. YLL visits. Focus questions will be agreed in advance to ensure consistency.</li> <li>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.</li> <li>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</li> </ul>	<p>TBC (visits to be completed in term 2)</p> <p>Complete self-evaluation and action plan during visits in term 2.</p> <p>Term 2 during visits</p>	<ul style="list-style-type: none"> <li>Pupil voice gathered at the end of each YLL session by SLT on impact of this initiative</li> <li>Pupils complete their journal after each visit.</li> <li>Pupil voice collated and shared with paired school (on agreed format)</li> <li>Evidence of feedback, action plan and implementation guide</li> <li>A variety of evidence gathered during visits</li> <li>Pupil journals to evidence learning journey</li> </ul>		

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

	and a walkthrough (if agreed by staff).				
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.	Children will meet with the SLT 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.	SLT 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"> <li>Action plan and implementation plan, including evaluation.</li> <li>Display boards within school re: YLL journey</li> <li>Evidence of showcase to the whole school e.g. PPT slides or photographs</li> </ul>		
Children to continue experiencing a range of leadership opportunities in class and across the school.	<ul style="list-style-type: none"> <li>Linked to Sustainable Development Goals, UNCRC and meta skills</li> <li>P1/2 – RSPB Award: Wild Challenge Award</li> <li>P3/4 – Keep Scotland Beautiful: Pocket garden</li> <li>P5/6/7 Young STEM Leaders</li> <li>Eco Leadership Group to work towards Laudato Si Award.</li> <li>Rights Respecting Schools Leadership Group to work towards achieving Gold Award Status</li> </ul>	<p>Ongoing throughout the year</p> <p>Miss Craig and the Eco Leadership Group – ongoing throughout the year.</p> <p>Mrs Bhela and the RRS Leadership Group – ongoing throughout the year.</p>	<ul style="list-style-type: none"> <li>Pupil participation tracked on the school's wider achievement tracking system</li> <li>Pupil participation levels measured on a modified Leuven Scale</li> <li>Accreditation certificates and reports.</li> <li>Pupils showcasing learning during assemblies, twitter.</li> </ul>		
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>Action plan devised related to the four arenas of learning:</p> <ul style="list-style-type: none"> <li>Decision Making Process</li> <li>Opportunities for Personal Achievement</li> <li>Learning, teaching and assessment</li> <li>Connection with the Wider Community</li> </ul>	September 2024 to May 2025	<ul style="list-style-type: none"> <li>Pupil and staff evaluation of the action plan</li> <li>Increased learner participation through greater focus on the 4 arenas of learning as evidenced in class trackers</li> </ul>		

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

<p><b>STEM Leader Young STEM Leader Programme (YSLP)</b> pupils will develop an awareness of and will actively challenge STEM stereotypes.</p>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Completed 18 Sep 2024</p> <p>Mrs Brown and Mrs Bhela</p>	<ul style="list-style-type: none"> <li>Evaluation statements from staff following tutor assessor training re potential impact on school.</li> </ul> <p>Updated impact statements in January and June 2025. <i>(Note: Impact statements should be no more than ½ to 1 page focusing on evidence).</i></p>		
<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 to 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"> <li>YSLP level 2 will be delivered to P6 pupils.</li> <li>STEM pupil measurement tool and focus group interviews with YSLP learners will measure baseline STEM aspirations and stereotype bias.</li> </ul> <p>Tim Dreyer 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.</p> <ul style="list-style-type: none"> <li>Where needed, Tim Dreyer can work with staff to support use of the STEM Ambassador portal to increase pupil awareness of and engagement with STEM careers.</li> </ul>	<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>Tim Dreyer – timescale as directed by school.</p>	<p>Number of pupils achieving YSLP level 2.</p> <ul style="list-style-type: none"> <li>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/showing keen interest in STEM as a potential career path.</li> <li>Teacher observation and pupil articulation and evaluation will demonstrate a raised awareness of the development of meta-skills through the YSLP.</li> <li>Teacher evaluation of impact of 2<sup>nd</sup> level Science framework on STEM curriculum offering including agreed actions on next steps.</li> <li>Pupil feedback and teacher evaluation will be used to show evidence of impact of STEM Ambassador visits.</li> <li>Parent feedback if pupils run STEM sessions for wider school community.</li> </ul>		

### PRIORITY 3

#### Strategic Objective:

To raise attainment in literacy through high quality learning, teaching and assessment approaches.  
UNCRC articles 2, 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 HGIOELC 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

Our demographic has 61% of our children living in SIMD 1 and 2 which has a direct correlation to educational attainment for our young people. The National Literacy Trust reported that, “...attitudes to reading are more strongly linked to mental wellbeing than frequency or perception of skill.”

Pupil voice was a main driver in this priority. The children commented on how they wanted to re-introduce the library space after it had been utilised as a calm space to help children regulate their behaviours. The children commented on that the space wasn't being used by the majority of children and they wanted somewhere to go to enjoy reading. The classroom spaces are small and although a small class library is available, the children wanted a dedicated space.

From session 2020 – 2021/2021-2022, because of COVID, specific cohorts of learners missed the foundations of literacy through a high quality phonics programme which is having an impact as they move through the school. Year-on-year, we have noticed a decline in the vocabulary of our children entering Primary 1 as well as a decline in the variety of texts read. The lack of home reading directly impacts on children's vocabulary.

Through tracking the attainment of classes over time, the data demonstrated a steady decline in attainment in reading: In session 21/22 72.2% of the P4 learners achieved first level. This was below North Ayrshire's figure of 73.12%. In session 22/23, 68.4% of the P5 learners were on track. In session 23/24 82.4% of the P6 learners were on track. We wish to maintain this current level of achievement of this cohort of learner as they move into P7.

The data for Primary 1 in session 23/24 showed that only 54.6% of the learners achieved Early Level in both Reading and Writing. In session 22/23, 55.56% of Primary 1 learners achieved Early Level in both Reading and Writing. This figure must be improved through high quality learning and teaching, enhanced resources and targeted interventions. Across North Ayrshire in session 22/23 76.97% of Primary 1 learners achieved Early Level Reading and 75.4% in Writing. St. Palladius falls well below these figures.

Our school self-evaluation and evidence from classroom observations revealed an inconsistent approach to the delivery of reading and teaching of reading skills. Staff would benefit from quality CLPL and team teaching in order to upskill and develop confidence in teaching literacy. Professional Review and Development meeting highlighted this further. Through this priority we wish to increase teacher skill and confidence in teaching all aspects of literacy and also develop a consistent approach throughout the school, with an aim of increasing attainment across all stages.

PEF – allocation of spend towards upskilling teaching staff and classroom assistants as well as resourcing of materials to support the teaching of literacy.

### PRIORITY 3: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
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## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

<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 &amp; 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>Learners will experience consistent, high quality learning experiences in Literacy, with a focus on reading.</p> <p>An increased percent of children in the school will be on track for reading by the end of the year.</p>	<ul style="list-style-type: none"> <li>Develop a whole school reading consistency guide.</li> <li>Create a 'What A Good One Looks Like' reading lesson.</li> <li>Raising attainment teacher (PT) to target identified cohorts based on attainment over time data with a focus on reading.</li> <li>Enhance and update reading scheme and novel studies throughout the school.</li> <li>Audit novel studies and resources throughout the school and align to levels.</li> </ul>	<p>HT/PT/Mrs. Ross In-service Day 2</p> <p>PT and CT Sep 24 – June 25</p> <p>Natale Craig – Term 1</p>	<p>Classroom observations will demonstrate a consistent approach to the teaching of reading.</p> <p>Young Leaders of Learning will observe pupils engaged and achieving in lessons. Feedback/observations sheets.</p> <p>Self-evaluation and weekly teaching evaluations will demonstrate a consistency in teaching reading.</p>		<p>£2000 – updated reading scheme</p>
<p>Most learners will achieve appropriate levels and make progress in reading with a particular focus in SHORS strategies as a method to increase attainment</p>	<ul style="list-style-type: none"> <li>SHORS will be embedded throughout every stage, leading to increased attainment for learners in reading.</li> <li>Enriched opportunities to apply reading skills in all classrooms and learning environments.</li> <li>Clearly differentiated experiences to meet learners' needs.</li> </ul>	<p>PLA teacher Morgan Stones 26<sup>th</sup> Aug – 1<sup>st</sup> Nov</p>	<p>Improved progress seen through tracking of:</p> <p>SNSA PTE ACEL Data Tracking meetings Phonological awareness assessments Standardised assessments through GL</p> <p>Book band tracker</p>		

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	<ul style="list-style-type: none"> <li>PT supporting teaching of reading in identified cohorts.</li> </ul>		Classroom observations		
There will be equity for all by ensuring differentiation and clear identification of learners' needs.	<ul style="list-style-type: none"> <li>Focus on upskilling staff in teaching reading skills.</li> <li>Staff to observe each other and provide peer feedback.</li> <li>Look outwards at other schools skilled in the teaching of reading.</li> </ul>	Class Teachers PT	<p>Classroom monitoring and quality assurance activities will ensure appropriate resources are being used and evidence of consistent approaches.</p> <p>Weekly evaluations Forward plans show clear progressions and differentiation.</p>		
Learners will experience breadth, depth and challenge in lessons with enhanced opportunities for application.	<ul style="list-style-type: none"> <li>Begin our Reading School journey.</li> <li>Further develop a culture of reading across the school.</li> <li>Re-establish the school library.</li> <li>Creation of St. Palladius' Librarians with responsibility for implementing 'Reading Schools Action Plan'</li> <li>Termly visits to local library.</li> <li>Author visits</li> </ul>	Young Leaders of Learning  Leadership Groups/PT  Throughout Term 1  Angela Grana – Term 1	<p>Leadership Groups Action Plans</p> <p>Reading Schools Display</p> <p>Regular book reviews</p> <p>Reading awards, recording on wider achievement</p>		£1000 on reading materials and enhancing the library environment
Parental engagement and interaction in pupils' learning will be increased, resulting in a love of reading.	<ul style="list-style-type: none"> <li>P1 Book bug sessions</li> <li>Read write count</li> <li>Reading celebrations throughout the year.</li> <li>Raving Readers established and celebrated.</li> </ul>	Classroom Assistant to deliver breakfast reading sessions open to all parents	Parental surveys at beginning and end of the year.		

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

		and carers, one day per week.			
There will be an enriched Literacy environment evident across the school and playroom with a clear focus on linking oral language, reading and writing.	<ul style="list-style-type: none"> <li>Evaluate the use of PM writing</li> <li>Introduce Talk for Writing to promote creativity and imaginative writing.</li> <li>Resources to promote Literacy development, creativity and independence in learners.</li> </ul>	PT trained in 'Talk for Writing' approaches. Term 1 – collegiate meetings	Forward plans will evidence a range of genres taught.  Learners' jotter work will show an improvement in the quality of writing compared to the previous session.		£500 training  £1000 for playroom to enrich literacy
There will be a consistent approach to teaching writing including whole school and class expectations which will result in high quality learning and teaching for all learners across the school.	<ul style="list-style-type: none"> <li>Team teaching writing lessons will allow staff to embed their learning, share knowledge and best support all learners across the school.</li> <li>PLA teacher will support planning for writing genres which supports cohesive next steps for learners.</li> <li>PLA teacher will model the learning and teaching of writing.</li> <li>PLA teacher will support and collaborate with teaching lessons.</li> </ul>	PLA teacher Morgan Stones 26 <sup>th</sup> Aug – 1 <sup>st</sup> Nov	Baseline assessments  Cold/hot writing tasks  Teacher and pupil voice via oral feedback sheet.		

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<p>Attainment in Listening and Talking will be improved throughout the school.</p> <p>Teacher judgement of a level will be more robust resulting in children achieving appropriate levels.</p>	<p>Talk Boost sessions to be delivered to P1/2 pupils.</p> <p>High quality assessment to be created to provide more accurate teacher judgement on achievement of a level.</p> <p>Moderation of assessment to take place between second level classes.</p>	<p>Pupil Support Assistant – Term 3</p> <p>Mrs. Brown Term 3</p>	<p>Pre and post Talk Boost results.</p> <p>High quality assessment results.</p>		
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**This should only be completed for aspects of your PEF spend not included within your Improvement Plan priorities.**

<b>PEF contact - HT or DHT with responsibility for the plan:</b>		Jennifer Fleeting			
<b>Carry forward:</b>	0	<b>Total Allocation:</b>	£23,275	<b>Total:</b>	£23,275

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

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 support the social, emotional and mental health and wellbeing of pupils.	<p>Successful integration of targeted learners back into class to enhance the learning for all.</p> <p>Development of a Whole School Approach to Nurture through training and ongoing support, leading to an improved ethos. Improved emotional literacy in learners throughout the school.</p> <p>Support the implementation of play</p>	<p>Targeted LIAM for selected pupils.</p> <p>Targeted nurture provision, HWB Leadership Group.</p>	Session 24/25	£15,540 (22hours)	<p>Evaluations from LIAM programme</p> <p>Pupil feedback</p> <p>Improved attendance levels</p> <p>PASS survey results</p>	

## NORTH AYRSHIRE COUNCIL: EDUCATION

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<p>To raise attainment in P1/2.</p>	<p>pedagogy within the Primary 1/2 class to ensure the best possible start to Primary 1.</p> <p>Raise attainment in Literacy and Numeracy in Primary 1/2.</p>	<p>Use of Pupil Support Assistant to implement play pedagogy and support the learning in the Playroom.</p> <p>Pupil Support Assistant to support teaching and learning in Primary 1/2 Class. Lead interventions in Talk Boost.</p>			<p>SNSA data to show an increase in Early Level attainment.</p> <p>Talk Boost pre and post results.</p> <p>Classroom observations</p>	