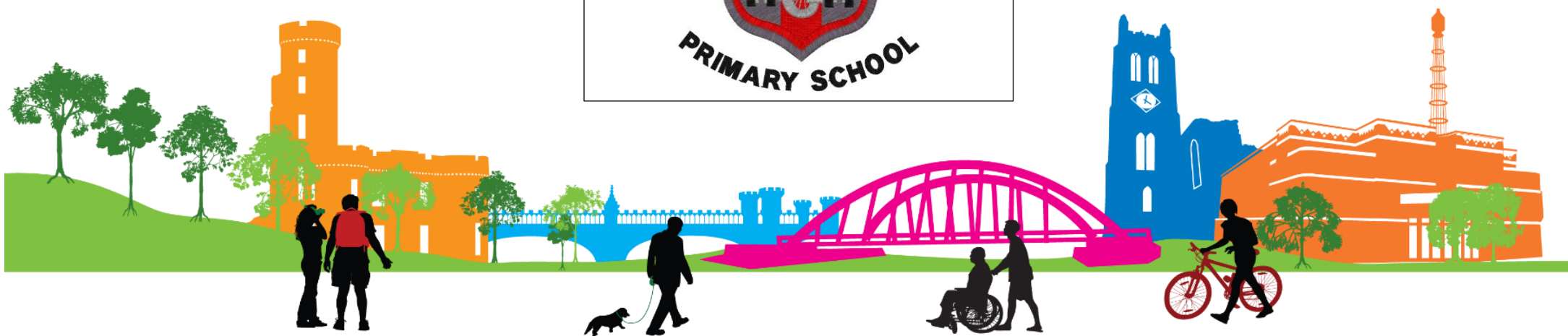




North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Directorate
West Kilbride Primary School
Improvement Plan
2024-2025



Vision, Values and Aims



NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

Our Aims:

At West Kilbride Primary School and Early Years Class we aim to promote high achievement and learning for life by encouraging pupils and staff:

- to promote and encourage high quality leadership at all levels within the school and community through a shared vision of excellence
- to equip our children with the skills to become successful learners, confident individuals, responsible citizens and effective contributors in society.
- to foster an open and positive partnership with parents which promotes well being and respect for the school community.
- to provide a broad differentiated curriculum which challenges and motivates pupils to facilitate, and engenders a culture of ambition.

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School/EYC Improvement Plan 2024-25

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

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



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School/EYC Improvement Plan 2024-25

PRIORITY 1- To raise attainment in Literacy and Numeracy across the school.

Strategic Objective:

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

Writing attainment to improve by 10% across P4 and P7 cohort.

Increased Class Teacher understanding of Listening and Talking Benchmarks, with clear progression evident within Learning and Teaching.

Reading attainment to improve by 20% within P5.

Numeracy Attainment to improve in P7 by 10% and across P1-7 combined by 5% overall.

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 & HGISO 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

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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.

- Within Writing, we are expected to be above LA average for attainment in P1 for 2023-2024, which demonstrates the success in our new approach to Writing. However, further support is needed in P4, P5 and P6 for the 2024-2025 academic year.
- Informal professional dialogue with staff suggest they are unsure of teaching progression and assessment processes for Listening and Talking, particularly at Early Level.
- Reading attainment was poor for the 2023-2024 P4 cohort according to ACEL data, which demonstrated only 49% of pupils were on track with their learning within this stage.
- 7 pupils were one marker off track for Numeracy (1B) within our 2023-2024 P6R class and some could be brought 'on track' with additional support measures. Numeracy attainment improved during 2023-2024 but has the potential for continued growth, particularly across P2-P7.

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>
Writing attainment within P4 and P7 will increase by 10%, with staff having a fuller understanding of the structure of each text type within PM Writing, taught according to stage.	<ul style="list-style-type: none"> • Staff will deliver PM Writing lessons as outlined within new IDL framework. • Further online PM Writing training online with Stephen Graham. • Creation of new Literacy planners to ensure breadth and progression within 	<p>August 2024- June 2025 Class Teachers</p> <p>Sept 2024- Jan 2025 Head Teacher</p> <p>June 2024 Literacy Workstream</p>	<p>ACEL data will demonstrate improvement in Writing attainment. Lesson observations will highlight areas of emergent good practice and next steps.</p> <p>Exit passes will demonstrate staff confidence and competency.</p>	<p>Writing attainment in P4 has risen from 56.1% in 2023-2024 to 66.7% for 2024-2025. Writing attainment in P7 has risen from 66% in 2023-2024 to 77.5% for 2024-2025.</p> <p>Almost all staff have participated in PM Writing training. By the end of Term 4, 100% of staff felt more confident to teach writing to their class (8/10 or above), with 90% feeling confident to use the PM Writing resource (7/10 or above).</p>	

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

	<p>the curriculum and clear links to PM Writing programme, PM Oracy programme and Big Cat Reading.</p> <ul style="list-style-type: none"> In-house writing moderation activities. Key CA staff to participate in Literacy training @ PLA 	<p>Term 2 (Oct-Dec 2024) Literacy Workstream</p> <p>Nov 2024 PLA</p>	<p>Moderation activities will demonstrate accurate assessment by a competent staff team, alongside any skills gaps.</p> <p>Exit passes will demonstrate staff confidence and competency.</p>	<p>Lesson observations demonstrated an increased competency in the teaching of Writing, with staff demonstrating a secure understanding of the programme of work.</p> <p>All staff have been provided with updated writing planners with direct links to PM Writing (Term 3). Adaptations to these planners are being made to align with the PLA Literacy Framework.</p> <p>Most staff participated in writing moderation using an updated assessment tool. Most staff found this beneficial in order to discuss where pupils were at and support them for future assessment processes.</p> <p>1 PSA staff member attended 'Supporting Learners with Literacy Difficulties' training at the PLA. She rated her confidence in supporting pupils as a '2/5' before the training, rising to '5/5' post-training. She also rated her knowledge of supporting learners with Literacy difficulties as a '2/5' pre-training and '5/5' post-training.</p>	
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<p>Pupils will benefit from increased opportunities to participate in well-structured and progressive lessons with a Listening and Talking focus. More robust assessment processes will ensure children receive appropriate support to progress. They will benefit from progression within Listening and Talking lessons, resulting in higher quality learning experiences.</p>	<ul style="list-style-type: none"> Targeted PLA intervention focussing on Oracy development across P1-7. Effective use of PM Oracy through provision of resources and training 	<p>Term 1 (Aug-Oct 2024) PLA</p> <p>Term 1 (Aug-Oct 2024) PLA</p>	<p>Baseline and post-intervention assessment data.</p> <p>Exit passes will gather staff views regarding improved practice/confidence.</p> <p>Classroom observations</p>	<p>All pupils, and almost all staff, participated in Oracy interventions, carried out by the PLA.</p> <p>A parent workshop was implemented to provide additional support and communication of Oracy which engaged with 15 parents/carers. Almost all, over 90%, of respondents agreed that the workshop provided a better understanding of Oracy skills to support learners at home.</p> <p>Data gathered on staff confidence levels increased from most staff, to all staff feeling confident to teach and assess Oracy skills.</p>	
<p>A further 20% of our P5 pupils will benefit from being 'on track' with their learning within Reading. Targeted intervention work will lead to improved pupil confidence and fill foundation level skills gaps.</p>	<ul style="list-style-type: none"> Targeted staff will benefit from Boosting Reading training, supported through both training and implementation by PLA Boosting Reading will be delivered to 16 identified pupils within P5. 	<p>Nov 2024 PLA</p> <p>Term 1 (Aug-Oct 2024) HT/DHT/PLA</p>	<p>Exit passes will gather staff views regarding improved practice/confidence.</p> <p>Data from termly tracking meetings and Seemis</p> <p>Improved attainment data within P5 Reading will be gathered within termly tracking meetings and at the end of the academic year. Progress should be evident</p>	<p>Reading attainment was 39% for last year's P4 cohort and this has risen to 51.1% for their P5 year. This increase is despite the cohort gaining two additional off-track learners this year.</p> <p>Boosting Reading was delivered to targeted PSAs, CT, DHT and a parent. Most of those who participated felt the course was concise and enabled them to deliver it to a good standard.</p>	

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		August 2024	<p>by the majority of pupils in receipt of intervention.</p> <p>Pupils who are off-track with reading attainment will be able to continue working at the correct level within Big Cat due to increased provision of resources, eliminating the need for sideways progression programmes. This will be evident from Literacy planning documents.</p>	<p>12 P5 children have had two blocks of 10 weeks. 5 more P5 children have completed one block of 10 weeks. Results show that 1 pupil has moved 5 bands, 8 children have moved 3 bands, 3 children have moved 2 bands and 4 children have moved 1 band within P5. 2 P4 children results show that 1 has moved 2 bands and the other 1 band after one block of Reading Wise. Although children have moved bands they are still off track for their stage but have made individual improvements.</p> <p>All pupils from P1-P7 (100%) are now able to access Big Cat reading books to suit their reading ability.</p>	£2429 (Increased spend due to offset costs in other areas)
An additional 10% of pupils within P7 will benefit from being 'on track' with Numeracy attainment, with an additional 5% of learners across the school also meeting expected Benchmarks through a more consistent approach to Numeracy planning and delivery and use of a wider range of teaching resources.	<ul style="list-style-type: none"> Additional Big Cat books will be purchased to ensure pupils are supported to read at an appropriate level, progressing at a pace informed by robust assessment processes. Numbersense intervention delivered by the PLA, targeting 8 identified P7 pupils. Key staff to be trained in 	<p>Term 1 (Aug-Oct 2024) HT/PLA</p> <p>Term 1 (Aug-Oct 2024)</p>	<p>Improved attainment data within P7 Numeracy. Progress should be evident by the majority of pupils in receipt of intervention. Baseline and post-intervention assessments.</p>	<p>Numbersense training and intervention support cancelled by PLA. However, Numeracy attainment has risen by 5.9% across the school.</p> <p>P7 attainment in Numeracy has reduced by 1%. However, attainment for our P7 cohort has</p>	

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<p>This will result in improved pupil and staff confidence.</p>	<p>Numbersense strategies by PLA during Term 1 to ensure intervention can be delivered to further targeted groups across all stages.</p>	HT/PLA	<p>Exit passes will gather staff views regarding improved practice/confidence.</p>	<p>increased from 65% in 2023-2024 to 65.8% in 2024-2025.</p>	<p>Power of 2 Intervention Materials £89</p>
	<ul style="list-style-type: none"> Implementation of the 2nd Level planning documents based on NAC Numeracy planners. 	<p>August 2024 Class Teachers</p>	<p>Pupil views pre- and post-intervention will be captured to evidence progress made.</p>	<p>Almost all identified P7 children receiving targeted intervention are displaying individual progress in Numeracy. Staff feedback from CT and PSAs supports this. Exit passes completed with the pupils reflected 100% of the pupils felt increased confidence in approaching their numeracy learning as a result of targeted intervention and 86% felt it was a beneficial input to receive.</p>	
	<ul style="list-style-type: none"> All 2nd Level Teaching staff to attend 'Introduction to the Second Level Numeracy Framework' 	<p>18th Feb 2025 (inset day) P5-7 Class Teachers</p>	<p>Planning moderation within quality improvement cycle should reflect high quality lesson planning and consistency of approach.</p>	<p>PSA staff delivering Plus 1 and Power of 2 to 25% of children across school based on tracking data.</p>	
	<ul style="list-style-type: none"> Key CA staff trained in Numeracy Training @ PLA. 	<p>19th August 2024 PLA</p>	<p>Exit passes will gather staff views regarding improved practice/confidence.</p>	<p>Post intervention SENA assessment data reflects 100% of children receiving Plus 1 and Power of 2 interventions are making good progress in numeracy learning with 29% of these children ready to begin next SENA level. Data has been collated and used to identify children to receive targeted support next session.</p>	<p>2nd Level Numeracy concrete resources £213</p>

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				<p>End of year exit passes reflected that all staff feel their practice/ confidence in delivering numeracy teaching and learning has improved as a result of attending PLA numeracy framework training.</p> <p>Exit passes reflect that PSA who attended PLA training feel increased confidence in supporting children in their numeracy learning.</p>	
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PRIORITY 2- To incorporate Play pedagogy within P1 and 2 and create opportunities for enquiry-based learning within P3-7.

Strategic Objective:

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

Staff to be more confident in planning, assessing and observing play.

Play to be embedded within Primary 1 and Primary 2.

Pupils within P3-7 to benefit from increased opportunities for enquiry-based learning.

Children to be able to talk about their learning during play and outdoor learning.

Outdoor learning to be embedded into weekly plans across P1-7 to allow children to develop new skills outdoors.

Highlight your KEY drivers for this improvement priority

Service Priorities

HGISO & HGIO ELC

Language specific to HIGIOELC is in green

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<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership & management of staff (practitioners) 1.5 Management of resources to promote equity 	<ol style="list-style-type: none"> 2.1 Safeguarding & Child Protection 2.2 Curriculum 2.3 Learning, teaching & assessment 2.4 Personalised Support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 	<ol style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment & achievement (Securing children's progress) 3.3 Increasing creativity and employability (Developing creativity and skills for life and learning) 				
<p>NIF Drivers of Improvement</p> <ol style="list-style-type: none"> 1. School & ELC Leadership 2. Teaching & Practitioner Professionalism 3. Parent/carer involvement & engagement 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance Information 	<p>Care Standards - Care Inspectorate Quality Indicators <i>Applicable within all early years settings</i></p> <table> <tr> <td data-bbox="790 539 1108 691"> <ol style="list-style-type: none"> 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 </td><td data-bbox="1120 539 1438 691"> <ol style="list-style-type: none"> 2.1 Quality of the session for care, play and learning 2.2 Children's experience high quality facilities </td><td data-bbox="1449 539 1803 691"> <ol style="list-style-type: none"> 3.1 Quality assurance and improvement are led well 3.2 Leadership of play and learning 3.3 Leadership and management of staff and resources </td><td data-bbox="1814 539 2154 691"> <ol style="list-style-type: none"> 4.1 Staff skills, knowledge and values 4.2 Staff recruitment 4.3 Staff deployment </td></tr> </table>			<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 2.1 Quality of the session for care, play and learning 2.2 Children's experience high quality facilities 	<ol style="list-style-type: none"> 3.1 Quality assurance and improvement are led well 3.2 Leadership of play and learning 3.3 Leadership and management of staff and resources 	<ol style="list-style-type: none"> 4.1 Staff skills, knowledge and values 4.2 Staff recruitment 4.3 Staff deployment
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<p>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. Staff feel more confident in the programmes of work, planning and assessment tools we now have in use and attainment across the school is slowly and steadily improving. However, lesson observations have identified a lack of play and enquiry-based learning experiences, with more traditional approaches to learning and teaching currently being utilised. Informal discussions with staff have highlighted a willingness to incorporate play-based and enquiry-based learning across the school, provided they are offered support. This will be related to PEF spending given that it will facilitate all learners with the opportunity to experience success across the curriculum.</p>							

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 £

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<p>By increasing staff knowledge of play pedagogy, children will be able to learn within a play-based learning environment for longer periods of the day, with provocations in place to support and develop learning.</p>	<ul style="list-style-type: none"> Targeted staff in P1 and P2 will visit others schools that have already embedded play to observe play set up, learning opportunities and planning paperwork. 	Dec 2024 HT/Staff Team	<ul style="list-style-type: none"> Tracking meeting discussions Results of GL assessments 	<p>The majority (67%) of staff from P1-3 have seen play embedded in another school (scheduling has been impacted by staff absence). This has improved teacher practice for classroom setup, especially in P1. Open area play planner has been used since T1 by all infant staff and by all P4-6 staff since T3, working on a 4 week rotation and ensuring pupil voice is taken into account for role play areas. Most (80%) of P1-3 staff have said they feel they have an 'average' ability at setting up play areas well with provocations and less than half (20%) have said they are confident at setting up play areas. Play Pedagogy training with Scott Gunion was cancelled due to service restrictions. Play Pedagogy training cancelled by PLA.</p> <p>A play padlet has been shared with infant staff to support development while waiting for PLA training.</p> <p>A range of professional reading materials have been purchased and are stored in the CLPL library in the staff room. Most (80%) P1-3 staff have read national documents about play and the majority (50%) have engaged in professional reading.</p>	
	<ul style="list-style-type: none"> Teaching staff will undertake professional reading. 	June 2025 HT/Staff Team	<ul style="list-style-type: none"> Children will be able to talk about their learning taking place during play, recordable within new observation proformas and evident in lesson observations. 		
	<ul style="list-style-type: none"> New play observation record sheets and planning sheets will be developed to support teaching and learning. 	Dec 2024 Play Working Party	<ul style="list-style-type: none"> Adults will be able to see skills transferring into play areas Use 'How good is our play pedagogy?' assessment tool pre and post improvement journey. 		
	<ul style="list-style-type: none"> Staff to engage in training with Play Pedagogy focus. 	May 2025 HT/Scott Gunion/PLA	<ul style="list-style-type: none"> Pre and post Leuven Scale on identified children in P1 and P2 to see impact play has had on them 		
	<ul style="list-style-type: none"> New resources to be purchased to support play development across the school. 	Dec 2025	<ul style="list-style-type: none"> Resource Inventory 		
		October 2024			£380 (This is a much reduced figure than predicted as the

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	<ul style="list-style-type: none"> Development of middle and upper open areas with timetables to support pupil led enquiry-based learning opportunities for all pupils. 	Play Working Party		<p>In P4-7, the majority of staff (66%) have engaged in reading national policies and read books. All (100%) have researched skills-based play online. DHT's have visited Beith PS to support identification of good practice and identify next steps. Upper school staff are using skills-based learning and using meta-skills at surface level to discuss what children are learning at each level.</p> <p>'How Good is our Play Pedagogy' audit was completed for P1-3 in June 2024 by DHT and was completed again with staff in June 2025, as a post-assessment tool. It shows that we have made improvements in nearly all areas, in particular in having a vision of play as part of education, having a balance of learner directed play, guided play and direct instruction and engagement in risky play.</p> <p>Staffed used Leuven scale in P1 in T2 and T4. T4 scales shows 100% improved with regards to pupil wellbeing and 50% improvement for involvement while the remaining 50% stayed the same for involvement when being observed. The 50% staying the same for involvement</p>	Parent Council opted to pay for these resources)
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				<p>could be impacted by ASN/SEBN within the class.</p> <p>Observation paper work has been created for P1 and P2 and is in use in in P1. Most children are engaged in play activities.</p> <p>All class teachers have purchased £150 worth of resources each that they felt would support them with the development of play. Pupil feedback in P1-3 states that 100% like the new resources and that Polydrons, the cash desk and lap trays are the best resource bought. 95% of pupils from P4-7 like the new resources with the marble run, fort building and STEM crafting tools being their favourites.</p> <p>Resource inventory completed.</p>	
Children will be learning new skills in the outdoor environment on a weekly basis, with evident skills progression.	<ul style="list-style-type: none"> New outdoor progression framework to be developed. New outdoor learning practical resources to be purchased. Love Outdoor Learning to deliver 	<p>June 2025 Play Working Party</p> <p>June 2025 HT/DHT</p> <p>May 2025 HT</p>	<ul style="list-style-type: none"> Planning folders Risk assessments Pre and Post questionnaire for staff and pupils 	<p>A draft outdoor progression has been completed with E's and O's. As a next step, DHT will link suggested learning activities from Love Outdoor Learning online resource. Risk assessments have been created to align with the new progression pathway.</p> <p>26 staff engaged in Love Outdoor Learning training.</p>	<p>£3823</p> <p>£1400</p>

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	Outdoor Learning training to all staff.			Pre-training the majority of staff rated themselves as a '3' in a scale of 1-5 in terms of confidence to deliver general outdoor learning. Post-training questionnaires show this rising to a confidence rating of a '4' for most staff. Three times as many staff rated themselves as a '5' post-training in relation to being able to create activities designed in response to the spaces they are working in outside and making the best use of the materials, objects and resources they find there. Fire Pit, den building and rope knot CLPL took place 25 th February with STEM NAC. Feedback from staff shows that they have increased their knowledge and confidence from training.	
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PRIORITY 3- To refresh whole school approach to developing positive relationships, ensuring the school is safe, nurturing and respectful.

Strategic Objective:

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

Nurture Principles applied consistently by all staff to enable pupils feel safe, valued and respected.

To support pupils who regularly experience crisis level distress behaviours to manage strong emotions through co- and self-regulation.

To encourage pupils to be respectful of their school community, including peers, staff and resources.

Highlight your KEY drivers for this improvement priority

Service Priorities

HGISO & HGISO ELC

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<div><div>1. Improvement in attainment, particularly in literacy and numeracy</div><div>2. Closing the attainment gap between the most and least disadvantaged children and young people</div><div>3. Improvement in skills & sustained, positive school-leaver destinations for all young people.</div><div>4. Improvement in children & young people's health & wellbeing Placing human rights & needs of every child & young person at the centre of education</div><div>5. Placing human rights & needs of every child & young person at the centre of education</div></div>	<div><div>1.1 Self-evaluation for self-improvement</div><div>1.2 Leadership for learning</div><div>1.3 Leadership of change</div><div>1.4 Leadership & management of staff (practitioners)</div><div>1.5 Management of resources to promote equity</div></div>	<div><div>2.1 Safeguarding & Child Protection</div><div>2.2 Curriculum</div><div>2.3 Learning, teaching & assessment</div><div>2.4 Personalised Support</div><div>2.5 Family Learning</div><div>2.6 Transitions</div><div>2.7 Partnerships</div></div>	<div><div>3.1 Ensuring wellbeing, equality and inclusion</div><div>3.2 Raising attainment & achievement (Securing children's progress)</div><div>3.3 Increasing creativity and employability (Developing creativity and skills for life and learning)</div></div>
<div><div>NIF Drivers of Improvement</div><div><div>1. School & ELC Leadership</div><div>2. Teaching & Practitioner Professionalism</div><div>3. Parent/carer involvement & engagement</div><div>4. Curriculum & Assessment</div><div>5. School & ELC Improvement</div><div>6. Performance Information</div></div></div>	<div><div>Care Standards - Care Inspectorate Quality Indicators</div><div>Applicable within all early years settings</div><div><div>1.6 Nurturing care and support</div><div>1.7 1.2 Children are safe and protected</div><div>1.8 Play and learning</div><div>1.9 Family engagement</div><div>1.10 Effective transitions</div></div><div><div>2.1 Quality of the session for care, play and learning</div><div>2.2 Children's experience high quality facilities</div></div><div><div>3.1 Quality assurance and improvement are led well</div><div>3.2 Leadership of play and learning</div><div>3.3 Leadership and management of staff and resources</div></div><div><div>4.1 Staff skills, knowledge and values</div><div>4.2 Staff recruitment</div><div>4.3 Staff deployment</div></div></div>		
<div><div>Rationale for Change</div><div>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.</div><div>Data showed us that staff knowledge of Nurture Principles was inconsistent, with some staff having had a wealth of training and others having had very little. SLT were being called to support distressed pupils regularly, which is undermining and de-skilling teaching staff. Classroom Observations and Learning Walks identify that classroom and open area spaces can be untidy and children are observed to have little respect for each other or their resources. Several children were experiencing frequent instances of crisis level distress behaviours, which causes both themselves and others to feel unsafe.</div></div>			

PRIORITY 3: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
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<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>
Pupils will be effectively supported to co-/self-regulate when displaying distress behaviours. Instances of crisis-level distressed behaviours will lessen and most pupils will feel safe within their learning environment.	<ul style="list-style-type: none"> Creation of 'The Cove' - a calm, safe environment to promote regulation. Introduction of 'Zones of Regulation' programme for pupils benefitting from a Positive Behaviour Support Plan. Positive Behaviour Support Plans used consistently in supporting dysregulated young people, with all stakeholders consulted. Key staff trained in CALM Theory and Physical Intervention Strategies. 	<p>September 2024 HT/DHT/CAs</p> <p>October 2024 HT/Ed Psych</p> <p>September 2024 HT/DHT</p> <p>November 2024 (HT/Morven McLean/Lorna Moore)</p>	<ul style="list-style-type: none"> PASS survey and wellbeing wheel results will be compared from 2023-2024 data to demonstrate impact. Comparison of year-on-year instances of crisis-level distressed behaviours. Comparison of year-on-time allocation of pupils receiving internal enhanced provision. PBSP audit as per Quality Assurance calendar. Staff training database 	<p>The Cove is now operational and is a safe area that pupils are encouraged to access in order to help regulate. We are already seeing significantly less instances of crisis-level distress behaviours, going from 13 recorded instances of aggression and violence last session, to 3 this session. The Cove Club – a safe space for pupils to access during playtimes and lunchtimes – is led by P7 Cove Club leaders.</p> <p>Zones of Regulation is being used in all classes and supports learners, particularly those who benefit from a PBSP, to articulate their feelings, especially during periods of restoration. This has become more consistent since DHT introduced Plickers during in-service day input, as a daily digital emotional check in tool for all learners to identify emotions and recognise strategies to help manage these. All staff have begun using this in Term 4.</p>	£116

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				PBSP for 6 learners (1.8%) have been fully updated in consultation with all stakeholders in order to ensure a consistent approach in supporting our dysregulated young people. DHT attended Local Authority training on Positive Behaviour Support – A Planned Approach to Managing Disregulated Behaviour. This will help to identify and use tools to support learner and understand why they behave in certain ways.	
Pupils will feel well supported by a knowledgeable staff team.	<ul style="list-style-type: none"> • Delivery of all whole school nurture modules to improve upon staff knowledge of Nurture Principles. • Creation of refreshed Promoting Positive Relationships policy to ensure shared understanding of approaches used, in consultation with parents, pupils and staff. 	<p>June 2025 HT/Alice Roper (CT)</p> <p>June 2025 HT/DHT</p>	<ul style="list-style-type: none"> • Staff training database • PASS data • Termly Wellbeing Wheels • RRS Surveys • Completed policy document 	<p>All teaching staff have engaged with NAC Whole School Nurture modules.</p> <p>The views of parent/carers, all staff and P4-P7 pupils were sought in relation to behaviour at WKPS and EYC in December 2024. A total of 75 responses were received from parents/carers, with the majority believing that behaviour in the school is good and half not happy with how behaviour is managed.</p> <p>The responses of 17 teaching staff, 4 teaching support staff and 1 non-teaching staff showed that the majority believe that behaviour is not good and has a</p>	

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				<p>significant impact on everyday learning and teaching. The data from P4-P7 pupils showed that they rated behaviour at 3.11/5, with the majority being happy to come to school each day.</p> <p>DHT has used this data to create a refreshed Promoting Positive Relationships Policy, in line with the school's vision, values and aims. All staff and Parent Council members were consulted in the creation of this policy. In addition to this, the RRS Committee will create a child-friendly version of this policy which they will share with their peers at assemblies to promote a consistent approach to behaviour expectations.</p> <p>Restorative Action Plans have been introduced for pupils to complete following restorative conversations with SLT in order to support pupils to consider the impact their actions have on others.</p> <p>Assemblies underpin school values and high expectations.</p>	
Pupils will be respectful of staff, peers and resources.	<ul style="list-style-type: none"> Establish a House system to foster a sense of community and encourage 	September 2025 HT/DHT	<ul style="list-style-type: none"> Children will be able to say which House they belong to and explain the benefits of the House system. 	Almost all of our P4-P7 pupils believe they are rewarded for making positive choices and recognise that they receive	

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	<p>pupils to display school values.</p> <ul style="list-style-type: none"> Continue to embed RRS teachings across the school in line with our journey to Gold Award. 	May 2025 PT	<ul style="list-style-type: none"> RRS Gold Award 	<p>House Point tokens for displaying our school values.</p> <p>All staff have been provided with a RRS Planning tool to support with the delivery of rights. This aims to ensure pupils are taught about all of their rights across their time at school. The RRS Committee are working together to ensure a consistent approach to the delivery of Rights teachings across the school. We were awarded our Silver Reaccreditation in May as per guidance from UNICEF. Action plan will be created to work towards Gold.</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:		Gemma Carson			
Carry forward:	£6598.12	Total Allocation:	£49,000	Total:	£55,598.12

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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?
Pupils are disadvantaged by an IT hardware and software deficit within the school.	Pupils will have increased opportunities to access the full curriculum through enhanced IT provision with the purchase of iPads, audio books and interactive curricular resources such as BeeBots etc alongside subscriptions which enhance access to the curriculum e.g. Readingwise etc.	IT audit to be complete to identify areas of pressure. List of desired resources created and purchased. Ongoing online intervention programmes supported by continuing subscriptions.	July/August 2024 HT/DHT	£14767.91 24 iPads and 21 laptops purchased alongside Bee Bots, mats and chargers, headphones, listening stations and audio readers.	ICT audit data Pupil audit to determine number of learners who required access to ICT to facilitate engagement with the full curriculum.	IT audit completed in December 2024. This identified a lack of ICT hardware, particularly iPad and laptop devices. As a result, pupils with barriers to Literacy were often unable to access devices to support Literacy work, including ReadingWise interventions, when required. All identified Dyslexic learners/Literacy needs (14) now have laptops at suitable times identified by staff. This audit also demonstrated a resource deficit which prevented teachers delivering all

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						Technology outcomes. This has now been supported through the purchase of further resources including Bee Bots, mats and chargers, headphones, listening stations and audio readers. A further audit will be completed once all resources are in circulation. Staff also engaged with a survey to determine how best to distribute these resources to maximise impact. Staff decided to pool resources and timetable use within classes. Staff have readily engaged in CLPL opportunities to support the use of new equipment in class. 4 new movable Promethean Boards are now in the Library, Visiting Service, Music Room and STEM room.
We have limited resources to support our disadvantaged pupils diagnosed with Dyslexia. Ongoing assessment practices would support the	Disadvantaged pupils who are diagnosed with Dyslexia will be well supported with a tailored programme to enhance their reading and spelling abilities.	There is a need for more books to support the delivery of our Toe by Toe interventions for these identified pupils.	HT/DHT June 2024	£0 These were purchased from core school budget.	Ongoing Dyslexia screening processes will identify Dyslexic pupils who will then be supported using appropriate intervention programmes.	Additional Toe by Toe books purchased. All pupils (100%) with a Dyslexia diagnosis now able to access resource.

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diagnosis of our pupils with a Dyslexia profile.						
Many of our pupils within SIMD 1 and 2 are limited by West Kilbride's geographical location and as such, learning experiences or trip out-with the village are limited.	Learners will be supported to access a wide range of learning opportunities out-with the local area including festivals, sporting events and learning experiences.	Buses will be paid for by the school for events where it is felt that cost will be a barrier to attendance. Additionally, where there is a family cost to some excursions, school will pay for those families who are not able to.	August 2024-June 2025	£0	Almost all pupils will be able to experience an out of school learning experience across 2024-2025.	External grant funding was secured to support this and therefore PEF funding unused. All 100%) of school trips were subsidised by the school.
Many disadvantaged pupils are still identified as being off-track with their attainment.	Pupils will be supported using a variety of intervention programmes.	Classroom Assistant will support with delivery of intervention programmes to ensure they are consistent and comprehensive. Designated Class Teacher will complete Dyslexia assessment process for learners with suspected Dyslexia profile.	August 2024-June 2025	£10763 £2477	Improved individual pupil data. Improved overall school attainment data.	Robust intervention timetable in place. PEF funded PSA support has been provided to 17 children using 'Power of 2' (7 P6s and 10 P7s).10 a 100% success rate and 7 have an 85% success rate. Our PEF funded PSA works with 8 children for Boosting Reading (6 P5s and 2 P4s). End of year assessments have shown that all children have achieved personal success but are still off track for their expected level. 2

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						<p>children have moved one band, 4 children have moved 2 bands, and 1 child has moved 5 bands.</p> <p>We have assessed 17 pupils for Dyslexia this academic year, although four have been paused due to screener currently being unavailable.</p>
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