

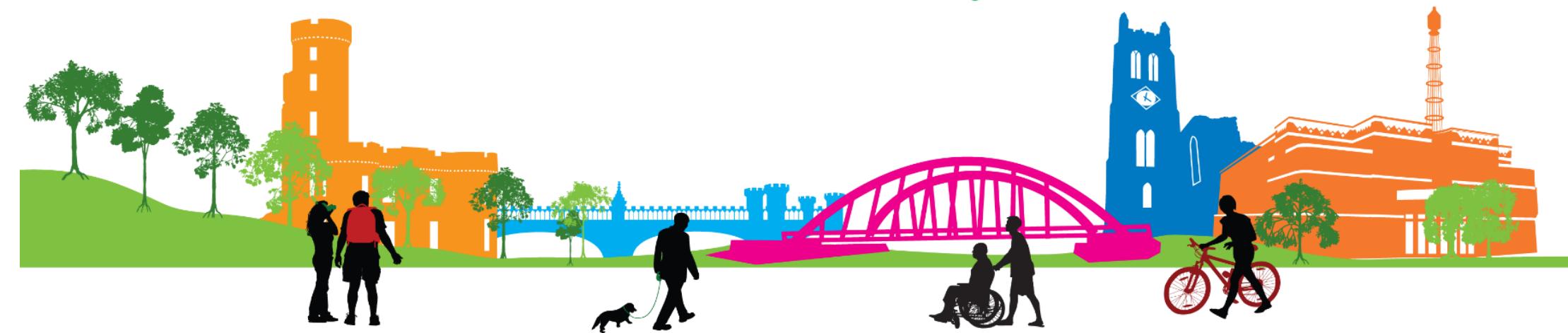


North Ayrshire Council
Comhairle Siorrhachd Ayr a Tuath

Proud to be  apse Overall Council of the Year 2017

Education and Youth Employment

Whitehirst Park Primary Improvement Plan 2018-19



Vision, Values and Aims

Whitehirst Park Primary's Vision, Values and Aims underpin everything we do. They are at the heart of our curriculum, extra curricular activities and the way we interact with each other.

At Whitehirst Park Primary our children, staff, parents and community partners work together to promote a culture of mutual respect and lifelong learning where children are happy, motivated and have high self-esteem and confidence to enable them to realise their potential.

We aspire to provide the highest quality of learning and teaching in order that our children and young people will develop the knowledge, skills and attitudes necessary to succeed in our changing society.

We have high standards in all that we do, which are reflected in our Values and Aims:



Ambition - We have high expectations, we believe, we can and we are determined to succeed.

Respect - We are honest and trustworthy. We value others rights, differences, feelings and property. We are polite, have good manners and treat others with dignity.

Responsibility - We ensure the decisions we make have a positive impact on the school environment, local community, the wider world and ourselves.

Equity - We ensure that the needs of the individual are met. We provide appropriate opportunities and support to enable all to reach their potential.

Resilience - We are a Nurturing school. We support all to develop the life skills to 'bounce back' from challenges.

Council Priorities:

The five Council strategic priorities for 2015-2019 are detailed below:

- **Growing our economy, increasing employment and regenerating towns**
- **Working together to develop stronger communities**
- **Ensuring people have the right skills for learning, life and work**
- **Supporting all of our people to stay safe, healthy, and active**
- **Protecting and enhancing the environment for future generations**

National Improvement Framework:

The National Improvement Framework for Education is designed to help us deliver the twin aims of excellence and equity; galvanising efforts and aligning our collective improvement activities across all partners in the education system to address our key priorities. These priorities remain as:

- **Improvement in attainment, particularly in literacy and numeracy**
- **Closing the attainment gap between the most and least disadvantaged children**
- **Improvement in children and young people's health and wellbeing**
- **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

Education and Youth Employment Directorate

Strategic Priorities 2018-2019

“Ensuring people have the right skills for learning, life and work”

National Improvement Framework Priorities 2017:

1. Closing the attainment gap between the most and least disadvantaged children	2. Improvement in attainment, particularly in literacy and numeracy
3. Improvement in children and young people's health and wellbeing	4. Improvement in employability skills and sustained, positive school-leaver destinations

Service Priorities 2018-2019

1. We are reducing inequalities and delivering improved outcomes for children and young people

- Embed and extend nurturing approaches to advance inclusion across all education establishments.
- Within the framework of the corporate Fair for All and directorate inclusion strategy, ensure effective support for children and young people.
- Ensure effective implementation of Children & Young People (Scotland) Act 2014.
- Encourage and support active collaboration and engagement with parents, including family learning in partnership with other Council directorates and partners.
- Develop and implement a coherent mental health strategy and intervention framework.
- Continue to implement our plans for early years expansion to 1140 hours by 2020.
- Ensure our school estate provides high quality learning environments

2. High quality learning and teaching is taking place in all our establishments

- Develop and implement a strategic vision for learning and teaching for all of our learners.
- Evaluate and enhance our curriculum from early level to Senior Phase.
- Support and strengthen the professional capacity of staff.
- Implement a framework to ensure we develop high quality leaders of learning.

3. Self-evaluation and performance improvement are embedded throughout our schools and central support teams

- Ensure a consistency of rigour in self-evaluation approaches in all education establishments which will support continuous improvement planning.
- Further refine our approaches to the use of data and research to inform effective teaching and learning including benchmarking Teachers' Professional Judgement, national standardised assessments and 'what works' elsewhere.
- Further develop reporting of management information to inform policy and practice, and to meet the requirements of the National Improvement Framework.

4. Levels of attainment and achievement are improving for all learners

- Raise attainment and achievement throughout the BGE and Senior Phase through innovative approaches to learning and teaching.
- Further develop a Senior Phase curriculum that blends different types of learning and provides a range of appropriate learning pathways leading to the achievement of qualifications and awards at all levels.
- Integrate a range of personal and wider achievement options into learning programmes to enhance the skills and qualifications of learners.
- Maintain a specific focus on reducing the poverty related attainment gap and maximise the learning potential of specific groups of learners including LAC.

5. High numbers of our young people are entering positive and sustained post-school destinations

- Strengthen partnership links and collaborative arrangements with the FE and HE sectors, employers, commerce and the third sector.
- Continue to support young people with additional support needs (ASN) to secure a sustained destination that meets their needs.
- Ensure our young people leave school with the skills employers need.
- Work towards embedding national career and work placement standards.
- Work with key partners to enable young people to participate in appropriate apprenticeship programmes for our young people.

Strategic Plan 2018-19: Whitehirst Park Primary

School Priorities	Focus on ensuring high quality learning experiences for all children, incorporating the effective use of assessment by staff and learners
High Level Objectives	<p>Learning and Engagement:</p> <ul style="list-style-type: none">• Learners' experiences are consistent, motivating challenging and well-planned• Learners understand the purpose of their learning• Learners have the opportunity to lead learning and know their views are valued, sought and acted upon <p>Quality of teaching:</p> <ul style="list-style-type: none">• Learners experience a wide range of learning environments and creative teaching approaches• Explanations and instructions are clear through the use of high quality learning intentions, success criteria, skilled questioning and effective feedback• Rigorous, collaborative planning allows learners to develop higher order thinking skills, curiosity and independence <p>Effective use of Assessment:</p> <ul style="list-style-type: none">• Assessment is consistently used to inform next steps in learning and teaching, is matched to learners' needs to identify appropriate and timely interventions and is planned at the start of a block of learning• Regular and varied assessment is moderated to ensure it is valid, reliable and relevant <p>Planning, tracking and monitoring:</p> <ul style="list-style-type: none">• Learners and their parents/carers are involved in planning and evaluating learning• Collaborative planning clearly identifies what is to be learned and how this will be assessed• Rigorous monitoring processes provide reliable information about learners' experiences, progress and attainment• All staff make good use of data to evaluate interventions and improve outcomes for all learners; including those facing additional challenges

Strategic Plan 2018-19: Whitehirst Park Primary

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Resources to develop high quality early level learning environment- indoor and outdoor

Resources to support closing the gap in Literacy and Numeracy

ICT Resources to support closing the gap in Literacy and Numeracy

Family Learning Worker to support universal and targeted family learning programmes

Afternoon Nurture Provision provided by Family Learning Worker

Detailed Action Plan 2018-19: Whitehirst Park Primary

School Strategic Priority: Focus on ensuring high quality learning experiences for all children, incorporating the effective use of assessment by staff and learners						Linked to Directorate Priority: 1 and 2
High Level Objectives:	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement
<p>Learning and Engagement:</p> <ul style="list-style-type: none"> Learners' experiences are consistent, motivating challenging and well-planned Learners understand the purpose of their learning Learners have the opportunity to lead learning and know their views are valued, sought and acted upon <p>Quality of teaching:</p> <ul style="list-style-type: none"> Learners experience wide range of learning environments and creative teaching approaches Explanations and instructions are clear through the use of high quality learning intentions, success criteria, skilled questioning and effective feedback Rigorous, collaborative planning allows learners to develop higher order thinking skills, curiosity and independence 	HGIOS 4 2.3 NIF Priorities 1 and 2 Drivers 1, 2, 4 and 5	No	<p>Collegiate activity leading to creation of consistency guides for:</p> <ul style="list-style-type: none"> Talking and Listening Reading Writing Numeracy and Mathematics Health and Wellbeing (including emotional wellbeing) Interdisciplinary Learning Learning Environment Learning, Teaching and Assessment at Whitehirst Park 	Representatives of all teaching staff (support staff where appropriate) September 2018 - October 2018	<ul style="list-style-type: none"> Consistent practice across the school will facilitate smooth transitions, improve wellbeing and raise attainment. Enriched Learning Environments will be evident across the school and will motivate and engage pupils. All learners experience activities which are varied, differentiated, active and provide support, pace and challenge Raised levels of attainment and achievement. Teacher confidence is improved which in turn will improve experiences for pupils and attainment. Progressive experiences for all pupils with depth of learning and enhanced opportunities for application will be evident. 	<p>Classroom monitoring and Quality Assurance Activities:</p> <ul style="list-style-type: none"> Appropriate resources are being used. Consistency guidance is embedded in practice. Evidence of consistent approaches to enhance practice. Conversations about learning with pupils reveal consistent practice. Teaching forward plans and evaluations display consistent practice. Classroom displays reflect agreed Learning Environment Consistency Guide. <p>Comparing previous year(s) end teacher professional judgement attainment data and standardised assessment data with end 2018-19.</p>

<p>Effective use of Assessment:</p> <ul style="list-style-type: none"> Assessment is consistently used to inform next steps in learning and teaching, is matched to learners' needs to identify appropriate and timely interventions and is planned at the start of a block of learning Regular and varied assessment is moderated to ensure it is valid, reliable and relevant <p>Planning, tracking and monitoring:</p> <ul style="list-style-type: none"> Learners and their parents/carers are involved in planning and evaluating learning Collaborative planning clearly identifies what is to be learned and how this will be assessed Rigorous monitoring processes provide reliable information about learners' experiences, progress and attainment All staff make good use of data to evaluate interventions and improve outcomes for all learners; including those facing additional challenges 	HGIOS 4	<p>No</p> <p>Professional Learning Academy</p> <p>CLPL: Visible Learning:</p> <p>Lead staff will deliver CLPL for staff on:</p> <ul style="list-style-type: none"> Pace Challenge Differentiation Learning Intentions/Success Criteria Feedback Plenaries Raising pupil and staff expectations 	<p>All staff</p> <p>September 2018 - April 2019</p>	<p>Raised Attainment as:</p> <ul style="list-style-type: none"> Pupils will benefit from positive, nurturing and appropriately challenging relationships resulting in high quality learning outcomes. Pupils will be clear about what they are learning. Pupils understand their progress and next steps in learning through high quality feedback. Pupils will be able to self-assess and give feedback to peers. Pupils will make informed choices and have a key role in leading learning. 	<p>Classroom monitoring and Quality Assurance Activities:</p> <ul style="list-style-type: none"> Appropriate resources are being used. Consistency guidance is embedded in practice. Evidence of consistent approaches to enhance practice. Conversations about learning with pupils reveal consistent practice. Teaching forward plans and evaluations display consistent practice. 				
	2.3								
	NIF								
	Priorities 1 and 2								
	Drivers 1, 2 and 4								
<p>Effective use of Assessment:</p> <ul style="list-style-type: none"> Assessment is consistently used to inform next steps in learning and teaching, is matched to learners' needs to identify appropriate and timely interventions and is planned at the start of a block of learning Regular and varied assessment is moderated to ensure it is valid, reliable and relevant <p>Planning, tracking and monitoring:</p> <ul style="list-style-type: none"> Learners and their parents/carers are involved in planning and evaluating learning Collaborative planning clearly identifies what is to be learned and how this will be assessed Rigorous monitoring processes provide reliable information about learners' experiences, progress and attainment All staff make good use of data to evaluate interventions and improve outcomes for all learners; including those facing additional challenges 	HGIOS 4	<p>Yes</p> <p>Resources to support development of high quality P1/Early Level Environment</p>	<p>Professional Learning Academy</p> <p>CLPL: Loose Parts</p> <ul style="list-style-type: none"> Staff knowledge, skills and confidence Pedagogical approaches to Literacy, Numeracy and STEM 	<p>P1 teaching and support staff</p> <p>September 2018 - November 2018</p>	<p>Raised Attainment as:</p> <ul style="list-style-type: none"> Pupils are actively involved and fully engaged by the range of activities indoors and outdoors. Learning experiences help pupils to make decisions, develop creativity, resilience and independence. Raised levels of attainment and achievement. Teacher confidence is improved which in turn will improve experiences for pupils and attainment. 	<p>Classroom monitoring and Quality Assurance Activities:</p> <ul style="list-style-type: none"> Appropriate resources are being used. Evidence of consistent approaches to enhance practice. Conversations about learning with pupils reveal improved engagement. Teaching forward plans and evaluations display consistent practice. 			
	2.3								
	NIF								
	Priorities 1 and 2								
	Drivers 1, 2 and 4								
<p>Teacher questionnaire at start of training blocks and at end of programme.</p> <p>Comparing previous year(s) end teacher professional judgement attainment data and standardised assessment data with end 2018-19.</p>									
<p>Teacher questionnaire pre and post training.</p> <p>Use of Leuven scale to assess engagement pre and post intervention with pupils.</p>									

	HGIOS 4 2.3 NIF Priorities 1 and 2 Drivers 1, 2 and 4	No	Professional Learning Academy CLPL: SHORS <ul style="list-style-type: none"> ➢ Staff knowledge, skills and confidence ➢ Pedagogical approaches to Listening and Talking, Reading and Writing 	All teaching staff and support staff January 2019 - March 2019	Raised Attainment as: <ul style="list-style-type: none"> • Pupils will develop a range of strategies to support their reading comprehension and literacy skills across the curriculum. • Pupil experiences and achievement of a level will be consistent through effective transition and continuity of experience at all levels. • Improvement in pace and challenge. • Teacher confidence is improved which in turn will improve experiences for pupils and attainment. • Progressive experiences for all pupils with depth of learning and enhanced opportunities for application will be evident. • Pupils' needs will be better met through use of various strategies for raising attainment. • Consistent practice across the school will assist pupils to make greater progress. 	Classroom monitoring and Quality Assurance Activities: <ul style="list-style-type: none"> ❖ Appropriate resources are being used. ❖ Evidence of consistent approaches to enhance practice. ❖ Conversations about learning with pupils reveal improved engagement. ❖ Teaching forward plans and evaluations display consistent practice with teaching reading. <p>Teacher and pupil questionnaires pre and post training.</p> <p>P3 PM benchmark assessment pre and post intervention (other stages will be measured using analysis of school book banding progression).</p> <p>Comparing previous year(s) end teacher professional judgement attainment data and standardised assessment data with end 2018-19.</p>
	HGIOS 4 2.3 NIF Priorities 1 and 2 Drivers 1, 2 and 4	Yes Resources to support development of high quality teaching of phonics	Professional Learning Academy CLPL: Phonological Awareness: <ul style="list-style-type: none"> ➢ Staff knowledge, skills and confidence ➢ Pedagogical approaches to Listening and Talking, Reading and Writing 	P1 teaching staff and support staff (0.2 intervention) September 2018 November 2018	Raised Attainment as: <ul style="list-style-type: none"> • Pupils will develop a range of strategies to support their phonological awareness and literacy skills across the curriculum. • Improvement in pace and challenge. • Teacher confidence is improved which in turn will improve experiences for pupils and attainment. • Progressive experiences for all pupils with depth of learning and enhanced opportunities for application will be evident. • Pupils' needs will be better met through use of various strategies for raising attainment. 	Classroom monitoring and Quality Assurance Activities: <ul style="list-style-type: none"> ❖ Appropriate resources are being used. ❖ Evidence of consistent approaches. ❖ Teaching forward plans and evaluations display consistent practice. <p>Teacher and pupil questionnaires pre and post training.</p> <p>Highland Phonics Screener pre and post intervention.</p> <p>Teacher professional judgement attainment data and standardised assessment data.</p>

	HGIOS 4 2.3 NIF Priorities 1 and 2 Drivers 1 and 2	No	Cluster Moderation through Learning Trios: ➤ In-service CLPL on Peer observation ➤ Planning, observation and feedback in Cluster Trios	All teaching staff September 2018 All teaching staff September 2018-May 2019	<ul style="list-style-type: none"> Pupils will benefit from a variety of innovative and creative teaching approaches, improving learner motivation and engagement. Teacher confidence is improved which in turn will improve experiences for pupils and attainment. 	Classroom monitoring and Quality Assurance Activities: <ul style="list-style-type: none"> <i>Innovative strategies resources are being used.</i> <i>Conversations about learning with pupils reveal creative practice and increased engagement.</i> <i>Teaching forward plans and evaluations display creative practice.</i> <p>Minutes of PRD meetings will evaluate learning trio experience and evidence impact.</p> <p>Comparing previous year(s) end teacher professional judgement attainment data and standardised assessment data with end 2018-19.</p>
	HGIOS 4 2.3 NIF Priorities 1,2 and 4 Driver 2	No	Collegiate Planning: ➤ Develop planning template for Interdisciplinary Learning to include: <i>Big Questions</i> <i>Creativity</i> <i>Curiosity</i> <i>Links to World of Work</i> <i>Holistic Assessments</i> <i>Outdoor Learning</i> <i>Digital Learning</i>	All teaching staff October 2018 - May 2019	<ul style="list-style-type: none"> Pupils are actively involved in planning experiences and will be fully engaged by a range of activities in and out of school. Learning experiences help pupils to make decisions, develop creativity, resilience and independence. Raised levels of attainment and achievement. Teacher confidence is improved with planning which in turn will improve experiences for pupils and attainment. Pupils will benefit from a variety of innovative and creative teaching approaches, improving learner motivation and engagement. 	Classroom monitoring and Quality Assurance Activities: <ul style="list-style-type: none"> <i>Innovative strategies resources are being used.</i> <i>Conversations about learning with pupils reveal creative practice and increased engagement.</i> <i>Teaching forward plans and evaluations display creative practice.</i> <p>Comparing previous year(s) end teacher professional judgement attainment data and standardised assessment data with end 2018-19.</p> <p>P3 -7 PASS Survey will evidence increased pupil engagement.</p>

	HGIOS 4 2.3 NIF Priorities 1, 2 and 3 Driver 4	No	Assessment: ➤ Review and implement revised Assessment Calendar for Session 2018-19 - Link to consistency guide ➤ All staff will use termly holistic assessments for Interdisciplinary Learning - link to consistency guide	Senior Leadership Team October 2018 - May 2019 All teaching staff Termly	<ul style="list-style-type: none"> • Staff will have a clear view of pupil progress ensuring learners are appropriately challenged and supported. • Learners will be able to apply their skills across the curriculum leading to an increase in confidence. • Bundling of outcomes through planned holistic assessments will increase the pace of learning for pupils and therefore raise attainment across the curriculum. 	Comparing previous year(s) end teacher professional judgement attainment data and standardised assessment data with end 2018-19. P3 -7 PASS Survey will evidence increased pupil engagement.
	HGIOS 4 2.3 2.5 NIF Priorities 1-4 Driver 3	Yes Full time Family Learning Worker to support Parental Engagement	Parental Engagement: Reporting: ➤ Parents and Pupils will be involved in planning and evaluating learning through setting targets Pupil Progress Review Meetings ➤ Review how staff share and revisit targets with pupils	Teaching, Staff, Parents and Pupils - Three times/session All teaching staff September 2018	<p>Pupils and parents will be fully involved in identifying next steps in learning which will ensure:</p> <ul style="list-style-type: none"> • Parents will be able to better support their child's progress through improved communication and engagement with school. • Raised attainment for pupils through equipping, supporting and building the capacity of parents to maximise children's opportunities for learning. • The pace of learning is appropriate for individual learners and pupils' experiences are well matched to their needs. • Enhanced learning experiences for all pupils as areas for development will be clearly identified. Pupils will be actively involved in identifying their progress, achievements and next steps in learning. • Increased parental engagement will raise attainment. 	Staff, Pupil and Parental Focus Groups feedback/questionnaires. Quality assurance of targets set by staff, pupils and parents. Comparing previous year(s) end teacher professional judgement attainment data and standardised assessment data with end 2018-19.

		<p>Parental Engagement:</p> <p>PEF Funded Family Learning:</p> <ul style="list-style-type: none"> ➢ Termly Universal Family Learning activities to support Literacy, Numeracy and Interdisciplinary Learning for all stages ➢ 1:1 support Targeted Support from Family Learning worker to support vulnerable families and pupils ➢ Afternoon Nurture from Family Learning Worker to support vulnerable families and pupils 	<p>PEF Funded Family Learning Worker Throughout Session 2018-19</p>	<ul style="list-style-type: none"> • Parents will be equipped to support pupils at home therefore raising attainment. • Improvement in emotional wellbeing will facilitate learner engagement and therefore attainment. • Raised attainment for targeted pupils through equipping, supporting and building the capacity of parents to maximise children's opportunities for learning. 	<p>Pre and post questionnaire around specific interventions for parents evaluating knowledge and understanding of how to support their children's learning, parental attitude to school and the impact of health promoting initiatives/programmes.</p> <p>Pre and post questionnaire around specific interventions for staff/teachers of targeted pupils, evaluating pupil attitude to school, quality and quantity of homework completed and progress of pupils (post intervention).</p> <p>SHANARRI wheel - pre and post interventions for targeted pupils, evaluating parental support with learning and health promoting initiatives - looking for increase in Achieving and Healthy Wellbeing Indicators.</p> <p>Boxall profiles pre and post Nurture intervention.</p> <p>PASS - pre and post interventions for targeted pupils - looking for an increase in positive responses.</p>
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			<p>Parental Engagement:</p> <p>North Ayrshire Family Learning:</p> <ul style="list-style-type: none"> ➢ North Ayrshire Family Learning Programme (Monday afternoons) to include: <ul style="list-style-type: none"> • P1 Supporting Transition into Primary Programme • 'Arriba Familia' Programme' for P4-7 to support L3 Spanish • Read, Write Count Programme for P2 and P3 • P7 Supporting Transition after Primary Programme 	<p>North Ayrshire Family Learning Worker</p> <p>Throughout Session 2018-19</p>	<ul style="list-style-type: none"> • Parents will be equipped to support pupils at home therefore raising attainment. 	<p>Pre and post questionnaire around specific interventions for parents evaluating knowledge and understanding of how to support their children's learning, parental attitude to school and the impact of health promoting initiatives/programmes.</p>
<p>HGIOS 4</p> <p>2.3</p> <p>NIF</p> <p>Priorities 1 and 2</p> <p>Driver 6</p>	<p>No</p>	<p>Data Analysis:</p> <ul style="list-style-type: none"> ➢ CLPL on Data Analysis: <ul style="list-style-type: none"> • Using the attainment tracker • Interpreting and analysing class, cohort and whole school, PASS, NGRT, SNSA and PTE and PTM. • Interpreting and analysing data from specific intervention from the Professional Learning Academy ➢ Develop the role of the Data Coach to support staff with analysing assessment data ➢ Update Quality Assurance Calendar and Collegiate Calendar to allow time for Data Analysis 	<p>All teaching staff</p> <p>September 2018 - October 2018</p> <p>All teaching staff</p> <p>Termly</p> <p>Senior Leaders and all teaching staff</p> <p>August 2018</p> <p>Senior Leaders</p> <p>August 2018</p>	<ul style="list-style-type: none"> • All teaching staff have well-developed data analysis skills which are focused on improving pupil outcomes. • Raised attainment for pupils through using data to identify next steps in learning for pupils and identifying and evaluating specific interventions. 	<p>Pre and post questionnaire for teaching staff around confidence with data analysis.</p> <p>Comparing previous year(s) end teacher professional judgement attainment data and standardised assessment data with end 2018-19.</p> <p>Cohort and Whole School at a view analysis documents tracking data and attainment over time.</p>	

Improvement Plan – Whitehirst Park Primary School – Maintenance Agenda 2018-19 carried forward from 2017-18

High Level Objectives	HGIOS 4	NIF	How will we achieve this?
Continue to improve the outdoor environment and embed learning for sustainability	2.3 2.2	Priority 1 Priority 2 Priority 3 Priority 4 Driver 1 Driver 5	<ul style="list-style-type: none"> ❖ Continue to develop partnership with Parents and Community groups to develop the school grounds ❖ Mrs Davidson to continue to lead the Rights Respecting Schools accreditation and review our positive relationships policy in line with this. ❖ Staff will be supported by Senior Leaders to incorporate learning experiences focusing on Rights Respecting Schools, Eco Schools, Outdoor Learning and Global Citizenship, including whole school committees.
Continue to establish a culture where all staff use the Nurture and GIRFEC Principles to assess and plan for children's learning and wellbeing needs.	3.1	Priority 1 Priority 2 Priority 3 Driver 1 Driver 2 Driver 3	<ul style="list-style-type: none"> ❖ Implement reviewed Staged Intervention paperwork and procedures ❖ Investigate Dyslexia Friendly Schools accreditation through visiting other schools ❖ Family Learning Worker to implement afternoon Nurture provision for pupils
Continue to improve the Health and Wellbeing of pupils and staff	3.1	Priority 1 Priority 2 Priority 3 Driver 1 Driver 2 Driver 3	<ul style="list-style-type: none"> ❖ Apply for Sports Scotland Award - aiming for Gold this session ❖ Continue to develop a wide range of extra curricular experiences for pupils to broaden wider achievements ❖ Continue to tackle excessive workload and bureaucracy at particular times of year for all staff
Continue to implement a progressive, cohesive programme for the teaching of L3 - Spanish	2.3 2.2	Priority 4 Driver 1 Driver 2	<ul style="list-style-type: none"> ❖ Depute Head Teacher will liaise with North Ayrshire 1+2 co-ordinator to develop a phased approach for the teaching of Language 3 and review this in light of the North Ayrshire Framework Year 1 and 2 in order to identify starting points for stages and classes. ❖ CLPL for teachers around implementing the North Ayrshire Framework Language 3. ❖ Teachers peer observe and share practice. ❖ Gather the views of pupils, staff and parents as part of the process of reviewing the whole school teaching and assessment of Language 3. ❖ Ensure appropriate resources are available to staff and pupils, including access to Modern Languages resources and tiles on GLOW. ❖ Increasing parental engagement Family Learning initiative 'Arriba Familia'.

