



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Communities and Education Directorate

Whitehirst Park Primary

Bun-Sgoil Pàirc Whitehirst

Improvement Plan

2023-2024



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.



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 1a: Strategic Objective: What do we want to specifically achieve across your cluster?

Ensure our staff are skilled in delivering consistent, high quality learning and teaching approaches.

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:

Extensive self-evaluation across Kilwinning cluster with all stakeholders has revealed:

- Inconsistent learner participation and engagement in learning experiences
- Schools reporting satisfactory/ good evaluations for QI 2.3 through quality assurance procedures
- Inconsistent feedback from pupils regarding challenge, pupil choice, differentiation for learners, outdoor learning use of digital technologies and fun

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

PRIORITY 1a: 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>
Learners will be active participants in high quality, challenging and enjoyable learning experiences.	See plan attached	Aug 2023- June 2024 Cluster Senior Leaders and Staff	<ul style="list-style-type: none"> ▪ Pre-post pupil questionnaires will identify improvements across key themes ▪ Pre-post parent questionnaires will identify improvements across key themes ▪ GTCS self-evaluation wheel pre-mid-post will increase teacher efficacy ▪ Classroom observations will identify pupils are eager participants in learning ▪ Leaven scale within early years class will identify children participating in experiences 		£2000

PRIORITY 1b: Strategic Objective: What do we want to specifically achieve across your school?

Ensure our staff are skilled in delivering consistent, high quality learning and teaching approaches.

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:

Extensive self-evaluation through school quality assurance activities with all stakeholders has revealed:

- Inconsistent learner participation and engagement in learning experiences
- Schools reporting satisfactory/ good evaluations for QI 2.3 through quality assurance procedures
- Inconsistent feedback from pupils regarding challenge, pupil choice, differentiation for learners, outdoor learning, use of digital technologies and fun

PRIORITY 1b: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
<p>Increased Teacher Confidence will ensure learners will be active participants in high quality, challenging and enjoyable learning experiences.</p> <p>Raised attainment due to focussed, challenging and engaging high quality learning experiences.</p>	<p>Osiris Teaching Intervention: 17th August In-service Theme: Engagement 13th February In-service - Theme: Feedback 24th May In-service - Theme: Challenge</p>	<p>Aug 2023- June 2024</p> <p>All Teaching Staff Head Teacher Osiris Coach</p>	<ul style="list-style-type: none"> Pre-post pupil questionnaires will identify improvements across key themes - Engagement, Feedback and Challenge Pre-post parent questionnaires will identify improvements across key themes - Engagement, Feedback and Challenge 		<p>£1600</p>
<p>Increased Teacher Confidence will ensure learners will be active participants in high quality, challenging and enjoyable learning experiences.</p> <p>Raised attainment due to focussed, challenging and engaging high quality learning experiences.</p>	<p>Osiris Teaching Intervention: 11th September filming 12th September Coaching 11th March Filming 12th March Coaching 10th June Filming 11th June Coaching</p> <p>Peer Coaching/Lesson observations for all other teaching staff</p> <p>Sharing practice with cluster colleagues on in-service days</p>	<p>Aug 2023- June 2024</p> <p>One member of teaching staff Head Teacher Osiris Coach</p> <p>Other teachers with peer coach</p>	<ul style="list-style-type: none"> GTCS self-evaluation wheel pre-mid-post will increase teacher efficacy Classroom observations/dialogue will identify pupils are eager participants in learning Teaching staff personal learning plans from In-service will demonstrate increased confidence and implementation of strategies 		

PRIORITY 2: Strategic Objective: What do we want to specifically achieve across your school?

Raise attainment in Reading through delivery of consistent, high quality learning, teaching and assessment approaches.

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

- 1.6 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

- 1.11 Nurturing care and support
- 1.12 1.2 Children are safe and protected
- 1.13 Play and learning
- 1.14 Family engagement Effective transitions

- 4.1 Staff skills, knowledge and values
- 4.2 Staff recruitment
- 4.3 Staff deployment

Rationale for Change:

Extensive self-evaluation through school quality assurance activities and data analysis has revealed:

- Attainment in Reading has not reached pre-covid school closure levels for those on track or tracking ahead or for pupils progressing to the next level in learning.
- Attainment in Reading was below that of Quartile Schools at P1, P4 and P7 in Session 2022-23
- Inconsistent approaches to assessing, planning and teaching reading 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 & 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>Raised attainment due to focussed, challenging and engaging high quality learning experiences and consistent assessment approaches across the school.</p> <p>Raised attainment due to improved professional judgement linked to consistent assessment.</p> <p>Learners will become balanced readers and writers.</p> <p>Increased Teacher Confidence will ensure learners will be active participants in high quality, challenging and enjoyable learning experiences.</p>	<p>PM texts have been purchased to ensure consistency of assessment and teaching approaches.</p> <p>Stephen Graham Reading CLPL 5 sessions:</p> <ol style="list-style-type: none"> 1. Creating the balanced reader 2. Assessment 3. Levelled texts 4. Matching children to levelled texts 5. Planning guided reading groups , comprehension strategies and completing the literacy block <p>Whole School Focus on promotion of reading e.g. :</p> <ol style="list-style-type: none"> 1. ERIC time 2. Paired Reading 3. Focussed Library Time 4. Homework Reading Focus only 5. Focussed whole school fun events 6. Help sheets and videos created for parents <p>Review, evaluate and update Reading plans and Consistency Guide</p>	<p>Aug 2023- June 2024</p> <p>Depute Head</p> <p>Pupil Support Teacher</p> <p>Working party</p>	<ul style="list-style-type: none"> Baseline running records will be completed at the start of the session and progress measured mid year and end of year Attainment over time levels will improve Improved Teacher professional judgement and data evident in tracking meetings Standardised assessment data will improve Reading attainment will be in line with quartile schools 	<p>£3500 - PEF 2022-23</p> <p>£3000-PEF 2023-24</p> <p>£2000</p>	

PRIORITY 3: Strategic Objective: What do we want to specifically achieve across your school?

To build on our established wellbeing programmes and approaches to foster and support positive wellbeing of staff, pupils and parents

Highlight your KEY drivers for this improvement priority

Service Priorities		HGIOSO & HGIOS ELC <i>Language specific to HIGIOELC is in green</i>	
<ol style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills & sustained, positive school-leaver destinations for all young people. Improvement in children & young people's health & wellbeing Placing human rights & needs of every child & young person at the centre of education 	<ol style="list-style-type: none"> Self-evaluation for self-improvement Leadership for learning Leadership of change Leadership & management of staff (<i>practitioners</i>) Management of resources to promote equity 	<ol style="list-style-type: none"> Safeguarding & Child Protection Curriculum Learning, teaching & assessment Personalised Support Family Learning Transitions Partnerships 	<ol style="list-style-type: none"> Ensuring wellbeing equality and inclusion (<i>Securing children's progress</i>) Raising attainment & achievement (<i>Developing creativity and skills for life and learning</i>) Increasing creativity and employability (<i>Developing creativity and skills for life and learning</i>)
NIF Drivers of Improvement		Care Standards - Care Inspectorate Quality Indicators <i>Applicable within all early years settings</i>	
<ol style="list-style-type: none"> School & ELC Leadership Teaching & Practitioner Professionalism Parent/carer involvement & engagement Curriculum & Assessment School & ELC Improvement Performance Information 	<ol style="list-style-type: none"> Nurturing care and support 1.2 Children are safe and protected Play and learning Family engagement Effective transitions 	<ol style="list-style-type: none"> Quality of the session for care, play and learning Children's experience high quality facilities 	<ol style="list-style-type: none"> Nurturing care and support 1.21 1.2 Children are safe and protected Play and learning Family engagement Effective transitions
<ol style="list-style-type: none"> Staff skills, knowledge and values Staff recruitment Staff deployment 			

Rationale for Change:

Extensive self-evaluation through school quality assurance activities and data analysis has revealed:

- An increase in parents and pupils seeking support for wellbeing issues such as anxiety
- An increase in referrals to partner agencies to support families/individuals
- RISE Health and Wellbeing data reveals small gains in overall resilience scores but indicate pupils need support with key themes of coping, connectedness and character

PRIORITY 3: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
<p>Raised Attainment and increased learner engagement as:</p> <ul style="list-style-type: none"> Improvement in emotional wellbeing will facilitate learner engagement and therefore attainment. 	<p>My Happy Mind resource has been purchased for P1-7 - all pupils will complete five modules to help build resilience, self-esteem and confidence.</p> <p>Parents get access to the Parent App, so they can reinforce everything their children are learning at school whilst they're at home.</p>	<p>Aug 2023- June 2024</p> <p>Principal Teacher</p> <p>Class Teachers</p>	<ul style="list-style-type: none"> Strengths and Difficulties Questionnaire and Boxall Assessments - pre and post intervention for specific targeted pupils only RISE - pre and post interventions for all pupils from P3-7 - looking for an increase in positive responses around all themes Extracts from pupil Journals will reveal positive wellbeing 		£3500
<p>Raised Attainment and increased learner engagement as:</p> <ul style="list-style-type: none"> Improvement in emotional wellbeing of staff will facilitate a positive working environment where staff are enabled to plan high quality learning experiences. 	<p>Staff Wellbeing group will be established to support all school staff. Representatives from senior leadership, teaching staff, classroom assistants and business support will meet monthly to plan activities to support staff wellbeing and discuss concerns. Staff will complete wellbeing plans as part of cluster collegiate working.</p>	<p>Aug 2023- June 2024</p> <p>Wellbeing Group</p>	<ul style="list-style-type: none"> Annual staff evaluation of QI 3.1 will show improvement in grading across wellbeing theme Positive wellbeing will be evident in staff PRD meetings Individual staff wellbeing plans will show improvement across the year 		

PRIORITY 4: Strategic Objective: What do we want to specifically achieve across your school?

To further develop our Gàidhlig Medium Education

Highlight your KEY drivers for this improvement priority

<p>Service Priorities</p> <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 	<p>HGIOSO & HGIOS ELC <i>Language specific to HIGIOELC is in green</i></p> <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 (<i>practitioners</i>) 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 (<i>Securing children's progress</i>) 3.3 Increasing creativity and employability (<i>Developing creativity and skills for life and learning</i>) 	
<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> <ol style="list-style-type: none"> 1.24 Nurturing care and support 1.25 1.2 Children are safe and protected 1.26 Play and learning 1.27 Family engagement 1.28 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"> 1.29 Nurturing care and support 1.30 1.2 Children are safe and protected 1.31 Play and learning 1.32 Family engagement Effective transitions 	<ol style="list-style-type: none"> 4.1 Staff skills, knowledge and values 4.2 Staff recruitment 4.3 Staff deployment

Rationale for Change:

- Lower P1 intake in Session 2023-24
- Lack of awareness of Gàidhlig Medium Education in North Ayrshire
- Non Gaelic speaking leaders offer limited support for quality assurance of lessons
- Reading Running records show the need for further assessment of comprehension and higher order thinking skills

PRIORITY 4: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
<p>Raised Attainment and increased learner engagement as:</p> <p>Pupil experience of Gàidhlig language is enriched by wide variety of Gàidhlig language experiences</p> <p>2024-25 intake will increase due to active promotion of Gàidhlig Medium Provision Education</p>	<p>We will work in partnership with Bòrd Na Gàidhlig, Comann Nam Pàrant and North Ayrshire Council to promote and build Gàidhlig Medium.</p> <p>We will engage with the Gàidhlig Medium community to bring more Gàidhlig speakers into school.</p>	<p>Aug 2023- June 2024 Gàidhlig Medium Principal Teacher</p>	<ul style="list-style-type: none"> Attainment over time levels will improve RISE (HWB) assessments and pupil questionnaires will show that learner confidence has increased 		
<p>Raised Attainment and increased learner engagement as teaching staff will benefit from sharing practice and moderating standards.</p>	<p>We will work in partnership with East Ayrshire Gàidhlig Medium Provision to moderate and quality assure Gàidhlig Medium Education.</p>	<p>Aug 2023- June 2024 Gàidhlig Medium Principal Teacher</p>	<ul style="list-style-type: none"> Attainment over time levels will improve Improved Teacher professional judgement and data evident in tracking meetings Standardised assessment data will improve 		
<p>Raised attainment in Literacy due to focussed, challenging and engaging high quality learning experiences and consistent assessment approaches.</p> <p>Learners will become balanced readers and writers.</p>	<p>We will work with the mainstream school to develop approaches to the teaching and assessment of Reading, including the use of SHORS strategies.</p> <p>We will develop the Second Level Curriculum for Gàidhlig language.</p>	<p>Aug 2023- June 2024 Gàidhlig Medium Principal Teacher</p>	<ul style="list-style-type: none"> Baseline running records will be completed at the start of the session and progress measured mid year and end of year Attainment over time levels will improve Classroom observations will identify pupils are eager participants in learning Improved Teacher professional judgement and data evident in tracking meetings 		

Maintenance Agenda - Carry forward from 2022-23

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

- 1.6 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

Tasks:

- Review current Second Level Numeracy planners to incorporate Second Level Framework and assessments approaches
- Complete Curriculum Rationale - consultation with parents/pupils/stakeholders
- Update Assessment Policy in light of approaches to Reading, Writing and Numeracy

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

PEF contact - HT or DHT with responsibility for the plan:		Lynn Robertson			
Carry forward:	£475	Total Allocation:	£30 625	Total:	£31 100

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?
Cost of the school day	Pupils will have access to a wider curriculum	Subsidise school outings/experiences	Aug 2023- June 2024 Head Teacher	£2000	<ul style="list-style-type: none"> RISE HWB assessments show pupils are happy in school and feel they are progressing and developing skills Wider experiences tracker will show that all pupils have opportunities to access outings and experience 	
Wellbeing/ Communication	Pupil achievements will be shared with parents. Parents/teachers can communicate about needs of pupils both wellbeing and academic	Purchase of Seesaw licence	Aug 2023- June 2024 Depute Head	£2100	<ul style="list-style-type: none"> Parent/ Pupil HGIOS Questionnaires demonstrate needs are being met and communication is good RISE HWB assessment show pupils are happy in school and feel their achievements are recognised 	
Literacy and Numeracy attainment	Literacy and Numeracy gaps will be addressed ensuring pupils make progress and close gaps.	Purchase of Nessy Licence, Toe by Toe, Power of 2	Aug 2023- June 2024 Depute Head Pupil Support Teacher	£1000	<ul style="list-style-type: none"> Target group progress will be monitored and tracked. Classroom Assistants complete impact statements for targeted pupils 	