



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Proud to be **apse** Overall Council of the Year 2017

Education and Youth Employment

**Brodict, Corrie, Kilmory, Pirnmill, Shiskine and Whiting Bay Primary
Schools and Early Years Classes**

Improvement Plan 2019-20



Vision, Values and Aims

OUR SCHOOLS' VISION:

Our vision is to be An Island of Excellence. To achieve this, we need to promote a positive ethos where all our children are nurtured, achieving, active, healthy, included, responsible, respected, safe and equal. They then may become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

OUR SCHOOLS' VALUES:

We have recently reviewed our Schools' Values in collaboration with our pupils, staff, parents and community partners. We have collectively chosen values based on each of the villages' initials.

Belonging

Positivity

Creativity

Supportive

Kindness

Wisdom

OUR SCHOOLS' AIMS- We aim:

- To provide a safe, caring and stimulating environment for teaching and learning.
- To provide learning experiences that matches the needs and diversity of our learners.
- To promote mutual respect and partnerships between learners, parents/carers, staff and the wider community.
- To motivate our learners and give them opportunities to achieve the highest levels they can through appropriate choices and challenges.
- To prepare learners to deal with the challenges and responsibilities they will experience in the future.
- To continue to encourage and promote the development of skills and knowledge in all staff.

Council Priorities:

The Council strategic priorities for 2019-24 are detailed below:

Aspiring Communities

- ▶ Active and strong communities
- ▶ Children and young people experience the best start in life
- ▶ Inclusive, growing and enterprising local economy
- ▶ People enjoy good life-long health and well-being
- ▶ People and communities are safe

Inspiring Place

- ▶ Effective infrastructure and digital connectivity
- ▶ Affordable, modern and well-designed homes that meets residents' needs
- ▶ Vibrant, welcoming and attractive places
- ▶ A sustainable environment

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 & YOUTH EMPLOYMENT

DRAFT COUNCIL PLAN 2019-24

Delivery Plan 2019-20

Aspiring Communities - A society where everyone has the same life chances to grow, prosper and have fulfilling and healthy lives.

What we'll do to ensure our children and young people experience the best start in life

We will create the conditions for our children and young people to access the highest quality learning experiences from ages 3-18.

1. We will create high quality indoor and outdoor learning environments that are fit for the purpose of delivering an innovative education service, including an expansion of Early Learning and Childcare to 1140 hours across the NAC early years estate.
2. We will build strong collaborative partnerships to ensure we deliver a high quality education service for our children and families.
3. We will develop continuous professional learning pathways that build the capacity of our staff and create future leaders of service delivery and learning that ensure high quality experiences and the best possible outcomes for our children and their families.

We will support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.

1. We will continue to design and implement programmes to achieve excellence and equity for our learners, with a clear focus on reducing the poverty-related attainment gap.
2. We will improve the attainment and achievement of our children and young people through high quality learning and teaching in our schools.
3. We will ensure our children and young people are equipped with the right skills for learning, life and work and that high numbers of our school leavers are entering positive and sustained post-school destinations.

We will offer opportunities to our young people and their families to play a more active role in school life and encourage more participation in learning.

1. We will implement a refreshed Parental Engagement Policy across the education service.
2. We will build on our well-established programmes to support families with their child's learning.
3. We will ensure our children, young people, staff and communities are empowered to shape the education service in our schools.

We will work with all young people to build their resilience, supporting their mental health and physical well-being.

1. We will develop a coherent mental health strategy in partnership with other agencies.
2. We will continue to extend our nurturing approaches and access to counselling in our schools.
3. We will focus on promoting positive relationships.

Strategic Plan 2019-20: Brodick, Corrie, Kilmory, Pirnmill, Shiskine, Whiting Bay Primaries and Early Years Classes

School Priorities	Further develop 1+2 implementation of French and Mandarin	Enrich the quality of learners' experiences and attainment in Literacy-Teaching & Learning, Planning	Promote Positive Relationships through Health & Wellbeing to promote physical and mental health, and for building Resilience	Enrich the quality of learners' experiences and attainment in Numeracy and Mathematics
High Level Objectives	<ul style="list-style-type: none"> • Create a 3 year Mandarin programme for second level to tie in with programme • Resourcing to support teaching and learning • Pathway established to link with expectations of Arran High School • Establish Working Party to develop and strengthen pathway 	<ul style="list-style-type: none"> • Develop collaborative Literacy Planner for 6 schools- subdivision of 2 Writing/Tools for writing and Teaching and Learning • Continue to develop Accelerated Reading programme, working on success of first year implementation • Establish Working Party to develop and strengthen pathways and planners 	<ul style="list-style-type: none"> • Rights Respecting Schools is embedded and built on, with learning linked to relevant Articles • Continue to expand use of Restorative approaches throughout school • Encourage Outdoor Learning, both teacher and pupil led • Promote increased Resilience throughout schools and EYC • Continue Nurture Provision, using PEF funding, in Brodick Primary to promote inclusion • Embed the Nurturing Schools Principles across all schools & EYC to improve outcomes for all 	<ul style="list-style-type: none"> • Complete first level planning document, incorporating NAC Progression framework • Embed the principles and practices of Number Talks • Identify and implement clear pathways for progression in Mental Maths • Establish Working Party to develop and strengthen Numeracy pathways across multi-composite classes • Evaluate introduction of additional resources

Strategic Plan 2019-20: Brodick, Corrie, Kilmory, Pirnmill, Shiskine, Whiting Bay Primaries and Early Years Classes

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

Nurture Class in Brodick to promote inclusion, 2 days weekly

Continue to expand Accelerated Reader to increase attainment in Literacy

Introduce new non-fiction resources to support attainment in Accelerated Reader

Staffing of Nurture Class - Classroom Assistant

Implement new resources to encourage Outdoor Learning

Detailed Action Plan 2019-20: Brodick, Corrie, Kilmory, Pirnmill, Shiskine, Whiting Bay Primaries and Early Years Classes

School Strategic Priority:		Further develop 1+2 implementation of French and Mandarin					Linked to Directorate Priority: 1
High Level Objectives	HGIOS 4 HGIOEL C NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement	
<ul style="list-style-type: none"> • Create a 3 year Mandarin programme for second level to tie in with programme • Resourcing to support teaching and learning • Pathway established to link with expectations of Arran High School • Establish Working Party to develop and strengthen pathway 	<p>NIF 2</p> <p>2.2 2.3 2.7 2.6 3.3</p>	NO	<ul style="list-style-type: none"> • Working group to develop planner in conjunction with colleagues from 6 schools • Working Party to identify any resources required, source funding and purchase as appropriate • Liaison with AHS to ensure expectations/ levels/ learning continues to challenge in order that S1s are transitioned with appropriate learning • Working Party established to develop collaborative approach to planner; to be trialled in class; to be evaluated and any necessary changes made before introducing across school; shared practice and professional dialogues with colleagues 	<p>Ongoing throughout school year</p> <p>WP/ staff</p> <p>WP</p> <p>DHT</p> <p>WP</p>	<ul style="list-style-type: none"> • Clear pathway; Es &Os identified to ensure learners meet appropriate expectations; moderation between schools to enable clear targets to be identified to ensure standards maintained; criteria for assessment transparent • Resources available to ensure appropriate learning eg specific paper for writing • Progression is continuous, staff are aware of previous learning and can plan future learning appropriately for greater attainment • Expectations of learner are clear and learning progression is clear; learning can be moderated to provide learning continuity across schools 	<ul style="list-style-type: none"> • Attainment levels of learners to increase • Staff have clear expectations of learning levels • Classroom observations • Staff feedback • Learner feedback • Hanban Teacher feedback • Moderation across schools to be consistent • Progress and tracking meetings 	

Detailed Action Plan 2019-20: Brodick, Corrie, Kilmory, Pirnmill, Shiskine, Whiting Bay Primaries and Early Years Classes

School Strategic Priority:		Enrich the quality of learners' experiences and attainment in Literacy- Teaching & Learning, Planning					Linked to Directorate Priority: 2
High Level Objectives	HGIO S 4 HGIO ELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement	
<ul style="list-style-type: none"> Develop collaborative Literacy Planner for 6 schools- subdivision of 2 Writing/Tools for writing and Teaching and Learning Continue to develop Accelerated Reading programme, working on success of first year implementation Establish Working Party to develop and strengthen pathways and planners 	<p>NIF 1</p> <p>2.2</p> <p>2.3</p> <p>2.4</p> <p>2.6</p> <p>2.7</p> <p>3.2</p> <p>3.3</p>	<p>Yes</p> <p>Accelerated Reader is funded through PEF- £4600</p> <p>Some new resource are funded through PEF- £3176</p> <p>Reading Support Staffing- £2858</p> <p>Teacher costs- £8105</p>	<ul style="list-style-type: none"> Working group to develop planner in conjunction with colleagues from 6 schools Further staff training in areas of Accelerated Reader; use of Target Tool; expansion of resources to include non-fiction books to widen genres available; continue to embed identified reading time in class; increased opportunities for learners to read for pleasure; Working Party established to develop collaborative approach to planner; to be trialled in class; to be evaluated and any necessary changes made before introducing across school; shared practice and professional dialogues with colleagues 	<p>Ongoing throughout school year</p> <p>WP</p> <p>All staff</p> <p>WP</p>	<ul style="list-style-type: none"> Clear pathway; resourcing; Es & Os identified to ensure learners meet appropriate expectations; moderation between schools to be identified to ensure standards maintained; criteria for assessment of learners' writing and reading transparent enabling teacher and varied learning experiences; support required identified; literacy skills in learners improved Reading age identified and appropriate books available to encourage progression; access to book related quizzes and opportunity to see own progress; increased numbers of books read; availability of information to be shared at home through parent information sharing Clear progression pathway for learners; all appropriate Es & Os covered, learners able to achieve at own pace and be challenged 	<ul style="list-style-type: none"> Attainment levels increase; staff have increased confidence of expectations of level; measurable through standardised assessments eg. GL; classroom observations; staff feedback; learner feedback; parent feedback; moderation across schools consistent; tracking and target setting data Accelerated Reading STAR tests every term to show growth I reading age, use of other data from AR; increase in number of books being read by children; parental feedback; learner feedback Attainment levels increase; staff have increased confidence of expectations of level; progression pathway consistent across schools 	

Detailed Action Plan 2019-20: Brodick, Corrie, Kilmory, Pirnmill, Shiskine, Whiting Bay & EYC

School Strategic Priority:		Promote Positive Relationships through Health & Wellbeing to promote physical and mental health, and for building Resilience				Linked to Directorate Priority: 3, 4
High Level Objectives	HGIOS 4 HGIOE LC NIF	Support ed through PEF? Y/N	How will I achieve this?	Tim esc ale / Assi gne d to:	Pupil Outcomes	Measurement
<ul style="list-style-type: none"> Rights Respecting Schools is embedded and built on, with learning linked to relevant Articles Continue to expand use of Restorative approaches throughout school Encourage Outdoor Learning, both teacher and pupil led Promote increased Resilience throughout schools and EYC Continue Nurture Provision, using PEF funding, in Brodick Primary to promote inclusion Embed the Nurturing Schools Principles across all schools & EYC to improve outcomes for all 	<p>NIF 3,4</p> <p>1.5 2.1 2.2 2.4 2.6 2.7 3.1 3.2 3.3</p>	<p>Yes</p> <p>PEF Outdoor r Learnin g/ Nurture -</p> <p>£2000</p> <p>Nurture Staff- £6197</p>	<ul style="list-style-type: none"> Continue to work toward next level; incorporating Rights of Child in assemblies and across curriculum areas Further staff training; learner training for use in playground Provide Outdoor equipment as appropriate; CLPL Trialling Bounceback programme to see if appropriate for use across other schools Continue Nurture Class base in Brodick, two days weekly, staffed by Nurture Teacher and Classroom Assistant; 2 sessions daily; funded partly by PEF; children identified & assessed using Boxall, SDQ, observations, discussions; deliver range of opportunities to strengthen integration & development Continue to embrace Nurture Principles across schools; incorporate into assemblies to raise awareness; incorporate into CLPL 	<p>On goi ng thro ugh out yea r</p>	<ul style="list-style-type: none"> Learners/ school community aware of rights and values; the schools have RR ethos; children's learning is linked to RRS where possible; learners have greater understanding of global events Learners are able to demonstrate RAs; learners can take responsibility for ensuring restorative conversations take place between other; enhanced responsibility/ citizens to facilitate; More opportunities to experience Outdoor Learning across the curriculum; staff have greater capacity to facilitate Greater resilience; increased awareness of mental wellbeing; increase of skills and strategies to aid self and others; wellbeing of all increased Increased learning opportunities, both formal and informal; integration into main class/ school activities with support; increased opportunities for independence; success in developing sustainable relationships; increased opportunities for developing social skills, peer relationships & staff relationships; opportunities for increased parental involvement; increased opportunities for achievement and success; increased opportunities for health & wellbeing; increase in self-esteem; increased opportunities to progress learning across the curriculum at an appropriate pace and challenge. Increased awareness for pupils; increased awareness for staff; opportunities to model behaviours and understand behaviours 	<ul style="list-style-type: none"> Schools to continue on RRSA; RRS Assessor to visit schools regarding awards; learners can discuss and understand how RRS affects their lives Behaviours & attitudes towards others demonstrates greater understanding for others Increase in Outdoor learning opportunities; learners can demonstrate learning in local environment Decrease in learners experiencing mental wellbeing difficulties; increase in positive wellbeing Data analysis- using Boxall, SDQ, observation; successful integration into class at appropriate times; parental view; class teacher observations; decrease of inappropriate behaviours; increase in positive peer relationships; increase in self-esteem; increased inclusion in school wide activities; tracking small steps to success on weekly basis Greater understanding and application of Nurture; evaluation using HGIONS

Detailed Action Plan 2019-20: Brodick, Corrie, Kilmory, Pirnmill, Shiskine, Whiting Bay Primaries and Early Years Classes

School Strategic Priority:		Enrich the quality of learners' experiences and attainment in Numeracy and Mathematics					Linked to Directorate Priority: 2
High Level Objectives	HGIO S 4 HGIO ELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement	
<ul style="list-style-type: none"> Complete first level planning document, incorporating NAC Progression framework Embed the principles and practices of Number Talks Identify and implement clear pathways for progression in Mental Maths Establish Working Party to develop and strengthen Numeracy pathways across multi-composite classes Introduction of additional resources 	<p><i>NIF 1</i></p> <p>1.5 2.2 2.3 2.4 2.7 3.2</p>	No	<ul style="list-style-type: none"> <i>WP to continue to develop planning to be shared across schools</i> <i>Share good practice, provide opportunities for peer observation and discussion</i> <i>Further develop clear progression to ensure consistency and progression across schools; research good practice from other colleagues; use of Sumdog</i> <i>Shared expectations and understanding of a level; high expectations of learners; moderation activities in school and during collegiate sessions</i> <i>Introduce new Leckie materials across all levels in two schools; trial and evaluate; share with colleagues; monitor learners' progress</i> 	<p><i>Ongoing throughout school year</i></p> <p><i>WP</i></p> <p><i>All staff</i></p> <p><i>WP</i></p> <p><i>staff</i></p>	<ul style="list-style-type: none"> <i>Clear progression framework; consistency across schools; staff understanding of expected progress and pace;</i> <i>Higher achievement and understanding of numeracy leading to better progression/pace/challenge</i> <i>Higher achievement in Mental maths, leading to higher achievement in numeracy; increased enjoyment of number</i> <i>Attainment of all to increase; learners to demonstrate greater understanding of numeracy concepts; learners within multi-composite classes progress clearly identified</i> <i>Linked to Es and Os, leading to higher attainment; increased challenge for more able learners; increased confidence and enjoyment for both genders; links to ICT enhanced</i> 	<ul style="list-style-type: none"> <i>Attainment and achievement to increase;</i> <i>How will we know?</i> <i>Measureable through Standardised assessments eg GL, SNSA; other assessments</i> <i>Tracking and target setting data; moderation across 6 schools to achieve consistency</i> <i>Classroom observation; teacher feedback, learner feedback, parental feedback; progress meetings</i> 	