

Ballantrae and Colmonell Primary School and
Early Years Centres

IMPROVEMENT PLAN: 2023-2024



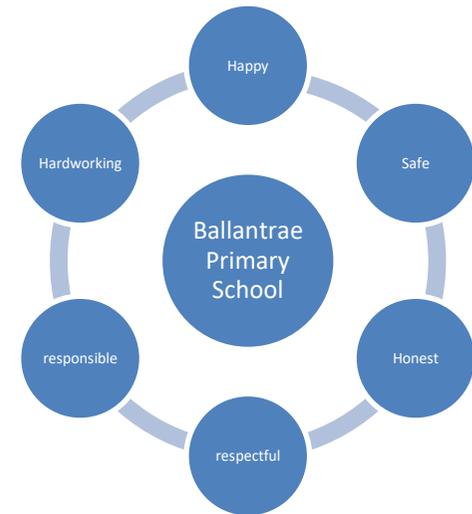
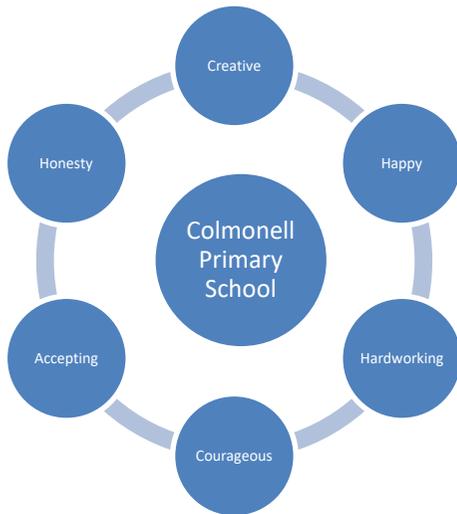
VISION – Reviewed by children, parents and staff in 2023

A safe place to be where we are responsible and respectful and have no limits to our learning.

Lifelong Limitless Learning

VALUES – new values as decided by children 2023

Wisdom Compassion Justice Integrity



Aims – Updated 2023

- To create a safe, happy and caring environment where children, staff and parents can work together to ensure that everyone is encouraged to have a voice, is valued as a member of our school community and enable all to become confident individuals.
- To continually encourage and support high standards of personal achievement in all aspects of life, in school and out, fulfilling each child's individual potential, enabling all to become successful learners.
- To ensure that communication with staff, parents, children and wider community is open and transparent, making regular contact with all through newsletters, school website and involvement in wider community activities and enable all to become effective contributors.
- To nurture our universal health and wellbeing, encouraging positive respectful behaviour in all, to allow everyone to become responsible, global citizens.
- To inspire and support high standards of teaching and learning through continuous self-evaluation of all school work, ensuring all staff are given opportunities to continually develop their skills within a collegiate, cooperative and supportive community.

Rationale for Improvement

Key priorities of the National Improvement Framework

- Placing the human rights and needs of every child and young person at the centre of education ✓
- Improvement in children and young people's health and wellbeing ✓
- Closing the attainment gap between the most and least disadvantaged children and young people ✓
- Improvement in skills and sustained, positive school-leaver destinations for all young people ✓
- Improvement in attainment, particularly in literacy and numeracy. ✓

Our Improvement Plan, this session, focuses on the priorities of the National Improvement Framework first and foremost. Our School Improvement Plan's priorities, reflect the NIF in the following ways:

School Priority 1 – Children's Rights

School Priority 2 – Learning, Teaching and Assessment

School Priority 3 – Health and Wellbeing

Cluster Priority 4 – Expressive Arts

PEF – Play based learning & support for reading and writing

Following our successful implementation of 2022/23 school Improvement plan, our focus this session will be on Learning, Teaching and Assessment. Within this theme, our aim is to create progressive and coherent pathways in learning throughout the school. Teaching and support staff will also have a clear understanding of pedagogical approaches in learning and teaching and be able to implement consistent approaches across stages in the school. Last session we introduced Learning Journals as a means of profiling and sharing children's learning with parents. Further development of Learning Journals will include planning and reporting to parents and tracking and monitoring progress within CFE curricular areas. The use of meta skills to enhance learning and teaching within outdoor learning and play based learning became an emerging feature of last sessions improvement plan and further development of this is a key feature for this session. All staff and children will become aware of and recognise meta skills within their daily learning experiences.

A very positive HMIE inspection report at Colmonell Primary School and Early years recognised the current good practice happening with Colmonell. This is replicated within Ballantrae Primary and Early Years and key features of improvement identified by inspectors feature highly within this session's improvement plan.

Local Authority Improvement Planning, including South Ayrshire Reads, will run parallel with our own school improvement plan.

Self Evaluation

Returning to the Quality Indicators in HGIOS 4, HGIOELC and a Quality Framework for Early Level will support regular on-going self-evaluation both in the Primary and in Early Years:

HGIOS 4:

- Leadership and Management: How good is our leadership and approach to improvement?
- Learning Provision: How good is the quality of care and education we offer?
- Successes and Achievements: How good are we at ensuring the best possible outcomes for all our learners?

Quality Framework for Early Years:

- How good is our care, play and learning?
- How good is our setting?
- How good is our leadership?
- How good is our staff team?

A monitoring and evaluation calendar of self-evaluation activities, for both Early Years and Primary school, will support the leadership team to take a balanced and proportionate approach to Self-Evaluation.

This School Improvement Plan is part of a three year plan which was identified in collaboration with staff and parents. This session we will focus on Learning, Teaching and Assessment.

The purpose of this is to have consistent pedagogical approaches to learning and teaching and to link assessment processes into improving attainment and achievement for all children.

Year 1 – Vision, Values, Aims ✓ (Review of SIP 2022/23)

Year 2 – Learning and Teaching and Assessment (2023/24)

Year 3 – Curriculum (2024/25)

1. Children's Rights (Continued from 2022-23)					
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Start and Finish Dates	Personnel responsible	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)	January 2024 Review
<p>Children will have:</p> <ul style="list-style-type: none"> ▪ Improved self-esteem and wellbeing ▪ Improved relationships and behaviour (reductions in bullying and exclusions and improved attendance) ▪ Improved engagement in learning ▪ Positive attitudes towards diversity in society and the reduction of prejudice ▪ Enhanced moral understanding ▪ Support for global justice ▪ Be more involved in decision-making in schools. 	<ul style="list-style-type: none"> • 2022-23 - Evaluate progress in Action Plan • Plan next steps • Apply for Gold Award • See attached Rights Respecting School Gold Award Action Plan • Local Authority CLPL for staff 	November 2023	Principal Teachers Class Teachers Support Staff EYP	Tracking children's views from wellbeing wheel. Analysis of wellbeing wheel scores - termly Termly analysis of bullying/anti-social behaviour incidents in school. Re-analysis of pupil questionnaire RRSA RRSA Gold Evaluation	Expected: School will have achieved Gold Award RRS

2. Learning Teaching and Assessment					
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Start and Finish Dates	Personnel responsible	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)	January 2023 Review
<u>OUTDOOR AND PLAYBASED LEARNING</u>					
<p>Children will be equipped with the knowledge, skills and attributes to act more thoughtfully, ethically and responsibly as citizens and contributors of a global society.</p> <p>Children will become aware of, appreciate and value nature, urban greenspace and wild landscapes</p> <p>Children's personal development and health and wellbeing will be enhanced through outdoor experiences.</p> <p><u>Early Years Class</u></p> <p>Children will have positive outdoor experiences accessing their own outdoor play areas and the natural environment locally via Forest Kindergarten.</p> <p>Children will have:</p> <ul style="list-style-type: none"> Improved physical health Improved wellbeing 	<ul style="list-style-type: none"> Complete the development of a coherent and progressive Whole School Outdoor Learning Programme, incorporating SAC Overview of Outdoor Experiences, ensuring that children will continue to experience regular outdoor learning in their immediate locality and further afield. Staff will develop clear planning and recording of outdoor experiences and link assessment to Meta Skills Framework (Skills Development Scotland) Continue to embed "Tinker Time" as play based learning experiences for upper school. 	<p>August 2023- September 2023</p>	<p><u>Outdoor Learning:</u> HT, Principal Teachers, Teaching staff, support staff and EYP</p> <p>EYP and PT (Mrs Brough)</p>	<p>Learning Journal Observations in Outdoor Learning</p> <p>Termly Evaluation of Outdoor Learning Plans</p> <p>Review of awards achieved i.e LEAF, John Muir Award etc</p>	

<ul style="list-style-type: none"> Enhanced child development Improved connection to nature <p><u>MUSIC PROVISION</u></p> <p>Children will have improved development in creativity, communication and transferable skills (team work, resilience, discipline, performing, problem solving, evaluating, abstract thinking physical and fine motor skills) through a planned and progressive approach to music making from Early Years to Upper Primary.</p>	<ul style="list-style-type: none"> Primary 1 and 2 will join EY Forest Kindergarten weekly activities. Links with ACE activities for Primary 6 & 7 will be made with Meta Skills Framework and ACE Award created. Termly project link with local Biosphere will be introduced. <p><u>MUSIC PROVISION</u></p> <ul style="list-style-type: none"> All teaching and EY staff will engage with Music Education Partnership Group Strategy 22-26 Class Teacher CLPL - Digital Music and implementation of programme in upper class. Music Teacher implementation of Ukulele, glockenspiels etc. EY CLPL and implementation of progressive approach to singing games and rhymes. <p>Primary 1-4 class teacher implementation of Charanga music scheme supported by music teacher.</p>	<p>October - November 2023</p>	<p>Music teacher and class teachers</p>	<p><u>Music</u></p> <p>Review of current music provision including questionnaire, based on LEAF questionnaire, for music. Review again at end of session.</p> <p>Schools Music Award</p>	
--	--	--------------------------------	---	--	--

<p><u>LEARNING TEACHING AND ASSESSMENT POLICY</u></p> <p>Children's learning experiences will be enhanced. Almost all children will be engaged in learning and know themselves as learners. Learning experiences will be varied and meet the needs of all learners.</p> <p>Children will achieve their full potential as learners.</p> <p>Children will be agents of their own learning.</p>	<p><u>LEARNING, TEACHING AND ASSESSMENT POLICY</u></p> <ul style="list-style-type: none"> • Review current LTA policy. What requires to be changed and updated. Implement LTA action plan. • Active Learning • AIFL • Lesson structure • Peer and self assessment • Marking and next steps • Collaborative learning • Links to Learning Journals • Planning • Formative/summative assessment <p><u>Pedagogical Approaches in the Early Years</u></p> <p>Practitioner Interactions, In the Moment Planning, Recording Progress and Reporting Children's Achievements using Learning Journals and Big Book of Learning</p> <p><u>META SKILLS FRAMEWORK</u></p> <ul style="list-style-type: none"> • Implement meta-skills framework from Skills Development Scotland to enhance all children's learning. • CLPL - meta skills • Class work to raise understanding in pupils of what meta skills are • Parent workshop to raise understanding of what meta skills are. 	<p>October - December 2023</p>	<p>Head Teacher PT Class Teachers EYPs</p>	<p><u>Learning, Teaching and Assessment</u></p> <p>Clear and consistent LTA policy.</p> <p>Classroom observations</p> <p>Assessment review.</p> <p>Discussions with children (meta skills)</p>	
---	--	--------------------------------	--	---	--

3. Curriculum – Health and Wellbeing					
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Start and Finish Dates	Personnel responsible	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)	January 2023 Review
<p>Children will experience a consistent and cohesive approach to learning and teaching of Health and Wellbeing.</p> <p>Children are positive about their health and wellbeing. They will be able to talk about their feelings and know how to keep themselves healthy. Children will be able to seek help from others when their health and wellbeing is compromised.</p> <p><u>PATHS</u> Children will have a positive sense of self esteem and self confidence and be able to express their emotions appropriately.</p> <p>Children will be prosocial, supporting each other and have a positive sense of belonging.</p> <p><u>Seasons for Growth</u> Children experiencing loss will be supported to understand grief.</p>	<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> Review HWB policy - plan curricular activities an 3 year overview of topical work. Create coherent and progressive curricular plan. Review and consolidate HWB materials - Jigsaw and RSHP. Create coherent and progressive curricular plan . <p><u>PATHS</u></p> <ul style="list-style-type: none"> Implement PATHs programme in Early Years and Primary 1/2. - CLPL and implementation plan <p><u>Seasons for Growth</u></p> <ul style="list-style-type: none"> CLPL for support staff. Information sessions for parents and other school staff. 	January 2024 - March 2024	Head Teacher PTs Class Teachers EYPs	<p>Implementation of HWB plan. Review through classroom observations and monitoring of classroom plans</p> <p>Monitoring of individual support plans and progress of individual children.</p> <p>Discussions with staff regarding implementation of PATHS programme. Identify further support required.</p>	

<p><u>Boxall Profile</u></p> <p>Children experiencing challenging circumstances will be supported in developing their social, emotional and cognitive skills within a nurturing environment.</p> <p>Children will have clear plans which identify challenges and supports required by the adults around them.</p>	<p><u>Boxall Profile</u></p> <ul style="list-style-type: none"> • CLPL for all staff • Identification of children for whom Boxall Profile might support. • Identify strategies of support and implement on individual support plans. 				
--	--	--	--	--	--

Appendix

Staff – Ballantrae	Staff - Colmonell
HT – Yvonne Templeton	HT – Yvonne Templeton
PT – Clare Sloan	PT – Ruth Bissett
Early Years Teacher – Michaela Brough	Early Years Teacher – Kimberley MacKintosh
Class Teacher – Marco Sisi	
Class Teacher – Peter Low	Class Teacher – Natalie Howie
Class Teacher – Sarah Gregg	
EYP – Paula Lorimer	EYP – Louise Shedden
EYP – Bonnie Clark	EYP – Emma Gibson (0.6FTE)
EYP – Amy Mackintosh	EYP – Margaret McNeill (0.4FTE)
EYP – Gillian Baillie (P1/2) PEF	Support Staff – Joel Robertson
Support Staff – Jade Holden	Support staff – Margaret McNeill (0.6 FTE)
Music Teacher – Mrs Nicola Coleman	Music Teacher – Mrs Nicola Coleman

Dates	Who and Where	Activities	Links
30 th August	Primary – Colmonell	Termly planning/Activities Learning and Teaching – Review old policy. Create plan for new L & T development	SIP
31 st August	EY – Ballantrae	Care Planning-dates for session All About Me – Learning Journals Planning. Tracking. Recording	SIP
4 th Sept	Twilight	The Science of Reading	LA – SAR
5 th Sept	Whole staff – Ballantrae	Update	
6 th Sept	Whole staff -Colmonell	Update	
13 th Sept	Primary – Ballantrae	Assessment Policy	SIP
27 th Sept	Primary – Colmonell	Learning and Teaching - AIFL overview	SIP
28 th Sept	EY Ballantrae	Self-Evaluation – Outdoor Learning Section 5 Out to Play Forest Kindergarten Policy	SIP
3 rd Oct	Whole Staff- Ballantrae	Update	
4 th Oct	Whole staff – Colmonell	Update	
11 th Oct	Primary -Ballantrae	Learning and Teaching – Pedagogical Approaches	SIP
26 th Oct	EY – Ballantrae	Moderation – Milestones Self Evaluation Our Setting QFDC: 2.1, 2.2 HGIOELC 1.5	SE
31 st Oct	Whole Staff – Ballantrae	Update	
1 st Nov	Whole Staff – Colmonell	Update	
8 th Nov	Twilight – The Promise		LA – Trauma informed Practice
15 th Nov	Primary – Colmonell	Meta Skills	SIP
29 th Nov	Primary – Ballantrae	Implementing Meta Skills	SIP
30 th Nov	EY – Ballantrae	Self-Evaluation - Family Engagement QFDC 1.4; HGIELC 2.5	SE
5 th Dec	Whole staff – Ballantrae	Update	
6 th Dec	Whole Staff – Colmonell	Update	
13 th Dec	Primary – Colmonell	Learning Journal Update	SIP
14 th Dec	EY- Ballantrae	Learning Journal Update	SIP

South Ayrshire Service Plan Priority: 1. Closing the poverty-related attainment gap by improving attainment in literacy					
SAR Strategic Plan Priority: To raise attainment in literacy and close the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire					
ALL SOUTH AYRSHIRE SCHOOLS 2023-2024					
SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
<p>To develop confident and skilled readers in South Ayrshire with a lifelong love of reading and the confidence to access all aspects of education, culture and society</p> <p>To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry</p>	By June 2023 all schools will have an identified Reading Leader	<p>The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders</p>	All reading leaders can join a dedicated MS Team to ensure access to information, local/regional/national messages and resources and, opportunities to collaborate.		June 2023
	By June 2023 all clusters will have an identified SAR link person to direct enquiries / requests to.		<i>South Ayrshire Reads</i> strategy document and MS Team		June 2023
	By end of August 2023 ALL education staff, parents, children and young people will be introduced to the strategic vision of (SAR)the South Ayrshire Reads initiative.		SAR Video link will be provided, and time allocated on August Inservice days to share with all school staff. <i>(Please share with all pupils during the first few weeks of term and share the video link on your school social media channels)</i>		August 2023
	By April 2024 ALL education staff will have had the opportunity to attend an online South Ayrshire Reads Engagement session		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed		April 2024
	By April 2024 ALL parents, carers and partners will have had the opportunity to attend an online South Ayrshire Reads Engagement session		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed		April 2024
	By September 2023 ALL primary education staff will have engaged in initial science of reading training (Sept Twilight) and follow-up training (TBC)		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed		April 2024
	By February 2024 ALL school assistants will have had the opportunity to attend in-person Supporting Children with Reading training		Training will take place on both October 2023 and February 2024 Inservice days		October 2023 February 2024

Priority: Expressive Arts Framework

To focus on improving confidence and competence of staff to effectively teach Expressive Arts and provide learners with the skills, approaches, knowledge and understanding that they require throughout their lives: year 1 art and design; year 2 dance and drama; year 3 music.

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Start and finish dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)	January 2024 Review
<ul style="list-style-type: none"> Children and young people's skills development, approaches to and knowledge and understanding in Expressive Arts is enhanced due to further staff development of pedagogy and assessment. Children and young people have a coherent and progressive learning experience in Expressive Arts across and throughout Girvan cluster schools/EYCs. There is a collegiate development of an art and design programme linked to Girvan Academy. Children, young people and staff will engage more readily with Expressive Arts and aspire to pursue a career in Expressive Arts. Staff will share experiences and good practice at all levels, moderate expectations in Expressive Arts and develop greater collegiality between cluster schools/EYCs. Children and young people will experience quality learning and teaching in Expressive 	<ul style="list-style-type: none"> Individual schools will have negotiated collegiate time with staff to make these tasks happen. All teaching/EYC staff will join a group of 3. Each member of staff may be from another CFE level. August In Service: HTs will present the plan to all staff; staff will be notified of their Trio and focus area and asked to contact each other. Steering Group: carry out school/EYC audits; staff consultation; provide CLPL over the session; collate a directory of professional and community links to aid with planning and delivering art and design lessons; identify and cascade up-to-date information relating to planning and assessing art and design. September: Trios will arrange an online meeting to plan lessons and arrange dates for lessons to be taught and observed over the next 6 months (3 lessons, 3 visits). September - November: Trios will observe one colleague teaching an art and design lesson (time swapped from RCCT/collegiate time). 	<p>August 2023 - June 2024</p>	<p>Individual school/EYC self-evaluation of Expressive Arts.</p> <p>Showcase Presentation in May.</p> <p>Classroom observations (SMT, mentors, colleagues from across schools/EYCs).</p> <p>Staff evaluations following CLPL activities.</p>	<p>Cluster questionnaire for staff and children.</p>