

Ballantrae and Colmonell Primary School and
Early Years Centres

IMPROVEMENT PLAN: 2024-2025



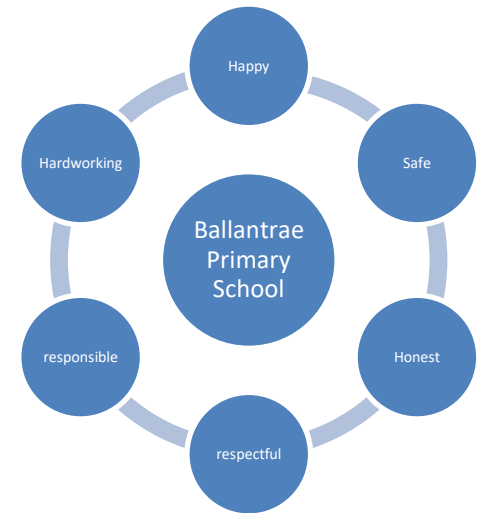
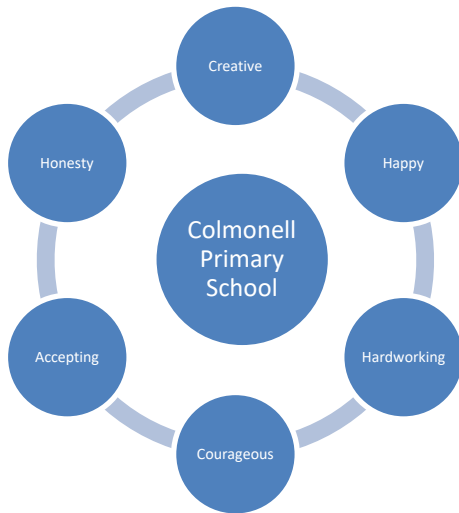
VISION – Reviewed by children, parents and staff in 2023

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 achievement, 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 – Curriculum

School Priority 2 – Adaptive Teaching

School Priority 3 – Health and Wellbeing

Cluster Priority 4 – Expressive Arts

PEF – Play based learning & swimming

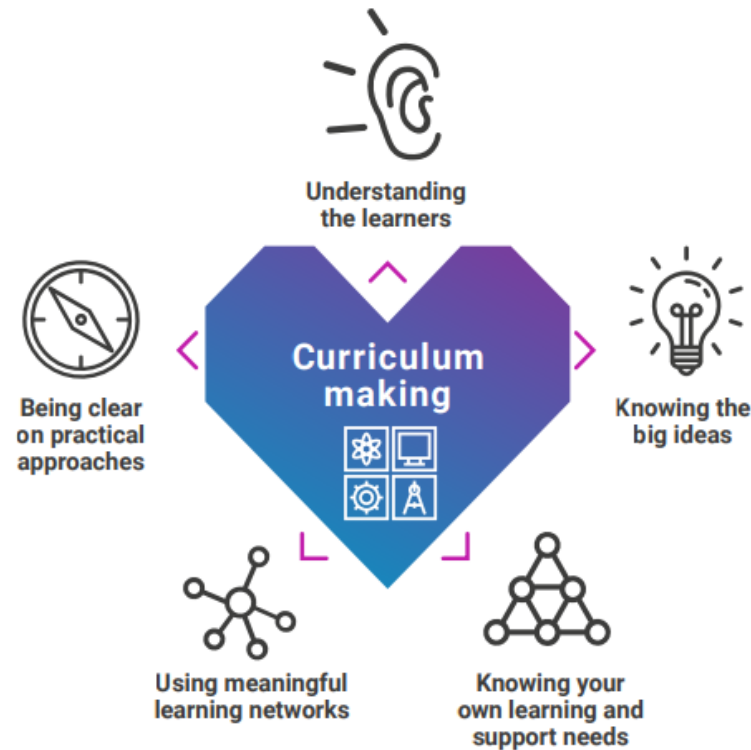
Following our very successful implementation of 2023/24 school Improvement plan, our focus this session will be on Curriculum. Within this theme, our aim is to create progressive and coherent pathways in learning throughout the school, relevant to children's everyday lives and interests. Our curriculum will be responsive and child led. Pupil voice will feature highly. Teaching and support staff will effectively develop curriculum, based on a clear understanding of pedagogical approaches in learning and teaching. These will be embedded within consistent, high quality approaches across all stages in the school. Profiling children's learning and sharing learners progress in all curricular areas with parents will continue through Learning Journals. Knowledge and understanding of meta skills will continue to enhance learning and teaching within all areas of the curriculum but in particular outdoor learning and play based learning.

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

Scotland's curriculum – Curriculum for Excellence – helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century. Using the refreshed narrative, the School Improvement Plan will focus on the following key considerations:

How we do it

Taking curricular aims and translating them into practice is a continuous process. Getting this right is critical and this diagram sets out key considerations, activities and ways of working to support the process of curriculum making.



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? Particular focus on **1.2: Leadership of Learning**
- Learning Provision: How good is the quality of care and education we offer? Particular focus on **2.2: Curriculum**
- Successes and Achievements: How good are we at ensuring the best possible outcomes for all our learners? Particular focus on **3.3 Increasing creativity and employability.**

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 and focuses on **5 key quality indicators – 1.3, 2.1, 2.3, 3.1, 3.2** which will inform our Standards and Quality self-evaluation at the end of session 2024-25

This School Improvement Plan is the final part of a three year plan which was identified in collaboration with staff and parents. This session we will focus on Curriculum following the development of our Vision, Values and Aims and Learning, Teaching and Assessment.

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

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

Year 3 – Curriculum ✓ (2024/25)

1.1 Curriculum : Understanding our Learners					January 2025 Review
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)	
<ul style="list-style-type: none"> • Understanding the learners: • Staff know their children and young people and where they are on their individual learner journeys and as a result: • Children are listened to as learners and curriculum is informed by their motivations and aspirations • Children are empowered and have agency in their learning with opportunities for personalisation • Children's learning is developed through the use of high-quality observations, assessments and feedback to design and develop their personal learning journey. 	<ul style="list-style-type: none"> • Self evaluation based on question: How well do we know and understand the learners? • Use Education Scotland "Understand the Learners" PDF to initiate staff discussion. • Follow up activities with children. • Planned support from Education Scotland Curriculum Development Team • PT CLPL - SWIEC Curriculum Development 	<p>Overview- June 2024 - October 2024</p> <p>Specific Inservice day 19th August</p> <p>Joint staff meetings x 3 August - October 2024</p>	<p>Head Teacher - Strategic Lead</p> <p>PT - Strategic Lead and staff support leads</p> <p>Class teachers - implementation involving children in day to day curriculum planning</p> <p>EYPs - implementation involving children in day to day curriculum planning</p>	<p>Current staff self Evaluation - August 2024</p> <p>Review of personal staff self-evaluation - October 2024</p> <p>Identified next steps</p> <p>Pupil voice Teacher Voice Parental voice</p> <p>"Our Curriculum- what do we need and want to become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens"</p>	

1.2 Curriculum: Knowing the Big Ideas					
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 2025 Review
<ul style="list-style-type: none"> • Knowing the Big Ideas • Children's learning opportunities are maximised throughout the four contexts of learning and develop the four capacities. • Children make clear links between their learning and meta skills and share the benefit and pleasure from learning. • Children use the knowledge and skills that underpin individual curriculum areas to plan their learning • Children's voice is informed by shared vision, values and aims, locally and nationally • Children are digitally literate 	<ul style="list-style-type: none"> • Audit current curricular activities using 4 capacities template - children and staff. Identify collaborative next steps to enhance 4 capacities. • Continue monthly work developing knowledge of and understanding of Meta- skills. • Collaborative 4 weekly curriculum planning - staff and children. 	September - ongoing and updating as required.	Classroom practitioners/teachers and Early Year Practitioners	<p>Audit of 4 capacities</p> <p>Compilation of staff and children meta-skills knowledge and understanding with final evaluation.</p> <p>Collaborative planning records showing planning, learning and evaluation (floor books?)</p>	

1.3 Curriculum : Being Clear on Practical Approaches					January 2025 Review
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?	
<ul style="list-style-type: none"> • <u>Being Clear on Practical Approaches</u> <p>Our learners have clear progression pathways which recognise the development of skills and knowledge and understanding. Learners development will be facilitated through a variety of effective pedagogical approaches designed to meet a range of needs.</p> <p>Children will experience learning through a curriculum which is place based and relevant to their needs and interests.</p>	<ul style="list-style-type: none"> • Have clear strategies for delivering excellence and equity for learners- <i>PEF and Improving Pedagogy and Equity development.</i> • Agreeing the pedagogies that are best for purpose and the development needs of learners -<i>Improving Pedagogy and Equity (SAL) ongoing classroom strategies (see also Adaptive Teaching - Priority 3)</i> • Early Years Practitioners will develop their understanding of current Early Level policy and guidance in relation to play pedagogy by working together on the Play Pedagogy Toolkit - Education Scotland. • Reviewing and refining the curriculum against the seven design principles. - <i>Staff to moderate seven design principles and identify the role of each in curriculum design</i> • Ensuring learners have clear progression pathways • Making clear links between learning and the world of work - <i>continue work on meta skills</i> • Embedding Creativity -(link) and Learning for Sustainability (link) in curriculum design - revisit both during October inservice day. • Using knowledge of the local community and robust data to inform the curriculum offer - <i>audit local community opportunities for learning</i> • Articulating and sharing curriculum rationale and narrative - <i>revisit previous work and share with staff and parents and on website (blog)</i> 	<p>Strategies - September -October 2024</p> <p>Design Principles - October-November 2024</p> <p>Creativity - October Inservice day</p> <p>Play Pedagogy Toolkit - October - December 2024</p> <p>Learning for Sustainability - October inservice day</p> <p>Audit of local opportunities - January 2025-February 2025</p> <p>Ongoing update of website/blog articulating Curriculum Rationale - completed June 2025</p>	<p>Whole school working party comprising of EYPs, Classroom Practitioners/teachers and SMT.</p> <p>Blog - Clerical assistants</p>	<p>Ongoing staff evaluations.</p> <p>Parental feedback from PC meetings</p> <p>Children's curriculum work - wall displays, Big Books of Learning and Learning Journals</p> <p>School Blogs and websites</p>	

1.4 Curriculum: Developing Meaningful Learning Networks					
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?	January 2025 Review
<ul style="list-style-type: none"> • <u>Developing meaningful learning networks</u> <p>Children and young people benefit from learning and teaching through partnerships with education, employers, creative industries and cultural sectors. They can ask questions, make connections across disciplines, envisage what might be possible and not possible, explore ideas, identify problems and seek and justify solutions</p>	<ul style="list-style-type: none"> • Planning, enquiring and reflecting with other practitioners to optimise impact - cluster improvement priority; adaptive teaching CLPL with SAL • Collaborating with parents, carers, families and the community - parent council; parent meetings; open afternoons; collaborative learning opportunities • Developing and maximising the opportunities derived from partnerships across clusters, local authorities and Regional Improvement Collaboratives - PT involvement in Curriculum Innovation SWIEC • Building partnerships with colleges, employers, universities, the third sector and others to co-design the curriculum - collaborative work with UWS as a Lab School • Using the outdoors and our built and cultural heritage to support learning - identifying and responding to collaborative community learning opportunities i.e. Smugglers Play - Ballantrae etc. • Sharing, celebrating and reflecting on successes - cluster art project final pieces shared with public in McKechnie Institute. 	September - June 2025	Whole school working party comprising EYPs, Classroom practitioners/teachers and SMT	<p>Self-evaluation against QI 2.2 and 3.3 Beginning of session and end of session.</p> <p>Feedback from children and families.</p>	

1.4 Curriculum : Knowing our own learning and support needs.					January 2025 Review
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)	
<ul style="list-style-type: none"> • <u>Knowing your own learning and support needs</u> <p>Children will experience high quality learning and teaching as a result of staff commitment to meaningful professional review and development throughout the session. Staff will work collaboratively to develop a community of practice and enquiry.</p>	<ul style="list-style-type: none"> • Committing to career-long professional learning based around high quality, rigorous professional standards - <i>Learning and teaching self-evaluation. PRD/PDR process</i> • Staff professional learning plans. • Belonging to communities of practice and enquiry - <i>Cluster working; SWIEC collaboration; UWS collaboration with Tennessee and Finland; Adaptive Teaching CLPL with Dailly PS</i> • Developing collaborative practice locally, nationally and globally - as above. 	September - June 2025	<p>Teaching staff</p> <p>Early Years Practitioners</p> <p>SMT</p>	<p>Staff evaluation of CLPL activities</p> <p>Classroom observation of learning</p> <p>Review of children's learning in learning journals</p> <p>Evidence of research</p>	

2 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)	June 2025 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>	<ul style="list-style-type: none"> • Review HWB policy - plan curricular activities an 3 year overview of topical work • Review and consolidate HWB materials - Jigsaw and RSHP and Treehouse resouces. • Create coherent and progressive HWB curricular plan 	January 2025 - June 2025	Whole school working party comprising - Head Teacher PTs Class Teachers EYPs	<p>Implementation of HWB plan. Review through classroom observations and monitoring of classroom plans</p> <p>Tracking and monitoring of children's wellbeing webs</p> <p>Whole school policy and procedure for HWB</p>	

Improvement Planning 2024-2025



South Ayrshire Service Plan Priority 2: Outstanding Learning, Teaching and Assessment

Priority: To improve our approaches to differentiation/adaptive teaching in our classrooms ensuring we meet the needs of ALL our learners.

ALL SOUTH AYRSHIRE SCHOOLS 2024-2025

Aims	Actions	Intended Impact	Resources	Measures	Completion Date
<i>To increase all teaching staff's understanding of the benefits of adapting planning, teaching and assessment to meet the needs of their learners.</i>	Initial meeting with Development Officer to plan 3 Inputs and 2 Sharing Sessions. Key Lead(s) to be identified and meet Development Officer to establish role and responsibilities.	Plan effectively to meet learners' needs:	Adaptive Teaching Programme: Commitments.	Staff survey (pre and post).	June 2024
	All baseline surveys will be carried out: learners and staff online surveys and Learner Focus Groups by Key Lead(s) and SAL Development Officer. Development Officer will collate all baseline data, produce a report and share with Headteacher.		Microsoft Form: staff survey and learner surveys.		Learner Survey (pre and post).
<i>To enhance all teaching staff's confidence of how to adapt planning, teaching and assessment to meet the needs of their learners.</i>	All teachers read, discuss and reflect on article: Adaptability: An important capacity for effective teachers – Collie and Martin (2016) before to Input 1.	Identify the potential barriers to learning and plan differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner.	WEE HGIOS Learner Focus Group questions.	Learner Focus Groups (pre and post).	September 2024
	All teachers: <ul style="list-style-type: none"> - attend Adaptive Teaching Input 1: The Adaptive Learning Environment. - Share and celebrate good practice - Whole school self-evaluation: What are we doing well? - Introduced to Thinglink of resources to support self-evaluation and professional learning. 		Article – Adaptability: Collie and Martin (2016).		Classroom observation notes, feedback (peers, SLT, DO).
<i>To evidence an increase in the use of adaptive teaching strategies to meet learner's needs through observations of teaching practice.</i>	Test of Change All teachers: <ul style="list-style-type: none"> - complete Self-evaluation Checklist with another colleague. - explore the Thinglink/use WEE HGIOS to consult their learners. - identify an adaptation using self-evaluation checklist and learner consultation. - complete the Adaptive Learning Environment Planning Template. - put adaptations in place. 		The Adaptive Teacher Self-Evaluation of Classroom – Checklist.	Staff professional development and review process.	November 2024
	Key Lead to complete the Planned Adaptation Tracker and share with Development Officer. Development Officer visit.		The Circle Framework and the Inclusive Classroom.		
<i>To indicate some improvement in the learning experience using feedback from a group of learners.</i>	Sharing Session Key Leads/HT/DO identify members of staff to present good practice. All teachers: <ul style="list-style-type: none"> - attend Sharing Session. - complete Self-Evaluation: Stop/Start/Continue Reflection Sheet to be completed. 		The Adaptive Teacher – Planned Adaptation Tracker	Analytics from shared teams space (comments, resources, access to the	November 2024
			Stop, Start, Continue – Self-evaluation sheet.		

	<p>All teachers:</p> <ul style="list-style-type: none"> - complete Scaffolding Self-evaluation sheet. - attend Adaptive Teaching Input 2: Scaffolding (visual, verbal, written and concrete). - Share and celebrate good practice: Whole school self-evaluation: What are we doing well? - To develop an area of scaffolding in Literacy or Numeracy. 		<p>The Adaptive Teacher Self-evaluation Sheet: Scaffolding</p> <p>The Adaptive Teacher Thinglink.</p>	<p>tool kit and materials].</p> <p>Tracking data on learner progress.</p>	<p>November 2024</p>
	<p>Test of Change</p> <p>All teachers</p> <ul style="list-style-type: none"> - complete the Adaptive Learning Scaffolding Planning Template. - develop an area of scaffolding in their class to support/challenge their learners in Literacy/Numeracy. <p>Key Lead to complete the Planned Adaptation Tracker: Scaffolding and share with Development Officer.</p> <p>Development Officer visit.</p>		<p>Interactive Scaffolding Posters.</p> <p>The Adaptive Teacher Thinglink.</p> <p>Adaptive Learning Planning Template – Scaffolding.</p> <p>Planned Adaptation Tracker: Scaffolding.</p>	<p>Assessment data – summative and formative including teacher professional judgement.</p>	<p>February 2025</p>
	<p>All teachers:</p> <ul style="list-style-type: none"> - attend Adaptive Teaching Input 3: Supporting Highly Able Learners & Digital Adaptations. - Share and celebrate good practice - Whole school self-evaluation: What are we doing well? - Identify an area of development: embed use of Digital Tools to meet needs of learners or challenge highly able learners. 		<p>The Adaptive Teacher Thinglink.</p> <p>Highly Able Learners Top Tip Poster.</p>		<p>March 2025</p>
	<p>Test of Change</p> <p>All teachers</p> <ul style="list-style-type: none"> - complete the Adaptive Teacher Planning Template: Highly Able Learners/Digital - focus on challenging highly able learners/embed the use of digital tools to meet the needs of learners. <p>Key Lead to complete the Planned Adaptation Tracker: Highly Able Learners/Digital and share with Development Officer.</p> <p>Development Officer visit.</p>		<p>The Adaptive Teacher Thinglink.</p> <p>Planned Adaptation Tracker: Highly Able Learners/Digital.</p> <p>Adaptive Teacher Planning Template: Highly Able Learners/Digital</p>		<p>May 2025</p>
	<p>Sharing Session</p> <p>Key Leads/HT/DO identify members of staff to present good practice.</p> <p>All teachers:</p> <ul style="list-style-type: none"> - attend Sharing Session. - complete Self-Evaluation: Stop/Start/Continue Reflection Sheet to be completed. 		<p>Stop, Start, Continue – Self-evaluation sheet.</p>		<p>May 2025</p>
	<p>Complete all post surveys: learners and staff online surveys a</p> <p>Key Lead and DO to complete Learner Focus Groups.</p> <p>Development Officer to collate all endline data, produce a report and share with Headteacher.</p> <p>HT/DO use report to inform SQR/SIP for 2025-26.</p>		<p>Microsoft Form – staff and learner surveys.</p> <p>WEE HGIOS Learner Focus Group questions.</p>		<p>June 2025</p>

Appendix

Staff – Ballantrae	Staff - Colmonell
HT – Yvonne Templeton	HT – Yvonne Templeton
PT – Clare Sloan	PT – Kimberley Mackintosh
Early Years Teacher – Michaela Brough	Class Teacher – Peter Low
Class Teacher – Sarah Gregg	Class Teacher – Rachel Brown
	Class Teacher – Erin Houston
Class Teacher NQT – Jade McKane	
EYP – Anna Kosak	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)

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. **(continuation of year 1)**

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 2025 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 Arts due to increased levels of confidence and expertise in staff. Quality learning and teaching will be informed through reliable and relevant assessment information. 	<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. September Twilight Session: the plan will be presented to all staff; staff will be notified of their trio then organise visit dates and focus area. Steering Group: 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, particularly in the development of skills. September - November: Trios will observe one colleague teaching an art and design lesson (time swapped from RCCT/collegiate time). December - January: Trios will observe second colleague teaching an art and design lesson (time swapped from RCCT/collegiate time). January - March: Trios will observe third colleague teaching an art and design lesson (time swapped from RCCT/collegiate time). May In Service (half day session): session at Girvan Primary School to celebrate staff and 	<p>August 2024 - June 2025</p>	<p>Individual school/EYC self-evaluation of Expressive Arts.</p> <p>Cluster Art Exhibition</p> <p>Classroom observations (SMT, mentors, colleagues from across schools/EYCs).</p> <p>Staff evaluations following CLPL activities.</p> <p>Children's views on Expressive Arts.</p>	<p>Cluster questionnaire for staff and children.</p>

pupil learning and present skills development framework.

- CLPL will be organised throughout the year and be on an opt-in basis.