



COYLTON PRIMARY SCHOOL & EARLY YEARS CENTRE

SCHOOL IMPROVEMENT PLAN

2023-2024



Ayr Cluster – Coylton Primary School Improvement Plan 2023-2024

VISION

In Coylton Primary and Early Years Centre, our vision is to: Cultivate Our Young Learners Through Outstanding Nurture

VALUES

Our School Values are to be: Ready Respectful Safe

AIMS

We aim for excellence!

1: We aim to improve Standards and Achievements through: -

- well-planned and responsive learning and teaching which is delivered in a motivational manner
- encouraging staff to keep abreast of CLPL opportunities in-line with the School Improvement Plan and personal development
- establishment of a systematic approach to school self-evaluation and quality assurance
- recognition of personal achievement
- tracking and monitoring of individual pupil attainment
- moderation of standards through professional dialogue.

2. We aim to promote effective partnership working with home, school and community by: -

- working closely with all external agencies to improve the quality of the support for learners
- establishing close links with local businesses and other professions in order to enrich learning experiences
- involving parents/carers in school life through monthly newsletters, Pupil Progress Reports, Parent Drop-Ins, Workshops and regular involvement in learning opportunities
- supporting the Parent Council Fundraising Group through active participation in fundraising events
- partnership working within a variety of settings including cluster family of schools and satellite working groups
- involving pupils in decision making through the Pupil Groups.

3. We aim to develop a positive, caring ethos within a pleasant and stimulating environment by: -

- welcoming all who work with the school
- celebrating success through bright and attractive displays
- working with children in a sensitive and supportive manner
- demonstrating and valuing good manners and mutual respect.

4. We aim to provide a responsive curriculum to meet all needs by:-

- providing learning experiences which will challenge and support individual needs
- sharing planning with the children to allow flexibility
- using a variety of learning and teaching styles with appropriate resources
- reviewing individual needs through observation, discussion and formal reports.

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South Ayrshire
Council Plan

Spaces and PLaces
Live, Work, learn
Civic and Community Pride

Children's Service
Plan

Outstanding universal provision
Tackling Inequalities
Love and support for our Care Experienced young people and young carers
Good physical and mental wellbeing
Promoting Children's Rights

Education Services
Priorities

Equity, Wellbeing and Inclusion
Learning, Teaching and Assessment
Curriculum
Self Evaluation for Self Improvement

National
Improvement
Framework Priorities

Placing the human rights 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
Improvement in employability skills and sustained positive school leaver destinations for all young people
Improvement in attainment, particularly in literacy and numeracy

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HGIOS 4 Quality Indicators
 1.1 Self-Evaluation for Self-Improvement; 1.2 Leadership of Learning; 1.3 Leadership of Change; 2.2 Curriculum; 2.3 Learning, Teaching and Assessment; 2.4 Personalised Support; 3.2 Raising attainment & achievement

NIF Priorities:
 Improvement in attainment, particularly in Literacy and Numeracy
 Closing the attainment gap between the most and least disadvantaged children and young people
 Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Target: To raise attainment for all in literacy and close the attainment gap by improving attainment

Outcomes	Measures	Intended Impact	Actual Impact
<p>Increase % of all learners on track to achieve expected CFE level in literacy by 3%</p> <p>% of learners on track to achieve expected level: Literacy from 79% (June 2023) to 82%</p>	<p>ACEL level cohort tracking including December and June data uplifts</p> <p>Learning conversations progress updates</p> <p>Class observation feedback on teaching of writing</p> <p>Various data and Standardised assessments across P1-P7</p> <p>Data from literacy interventions</p> <p>Attendance (lates and absences) of targeted learners</p> <p>Staff and Pupils Surveys</p>	<p>Increase number of targeted learners achieving CFE levels in literacy at P1, P4, P7</p> <p>Identified attainment gap will decrease - 3%</p> <p>All staff are involved in cluster moderation of learning, teaching and assessment leading to an agreed standard.</p> <p>All staff will have had the opportunity to engage with South Ayrshire Reads Programme and therefore will have improved knowledge of best practice in reading. (See Appendix 1)</p> <p>All parents will have had the opportunity to engage with South Ayrshire Reads Programme and therefore will have improved knowledge and understanding of how their child learns to read. Allowing them to support their children at home.</p> <p>Highlight the importance of accurate representation in literature</p> <p>To ensure staff understanding on impact of pedagogical practices on raising attainment</p>	

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<p>Increase 5% of all learners achieving 8 or more Communication and Language Early Years milestones focussing on skills progression in syllables, rhyme, alliteration and sound/letter recognition. 77% to 81%</p>	<p>Milestone tracking- Sept/Oct and May/June data uplifts. Interim completed December.</p>	<p>including – MTV, differentiation, outdoor learning and play based learning.</p> <p>Progressive intervention programme designed and tailored to raise lowest achieving milestones. Increase number of targeted learners achieving Early Level milestones in Literacy. Identified attainment gap will decrease by 5%.</p> <p>Engage staff across cluster in pedagogical practitioner enquiry.</p> <p>All pupils are supported in the preparation for transitioning into secondary school through Ayr Academy transition programme</p>	
<p>Lead Persons: Donna Docherty, Wendy Campbell, Staff Readership Group, Ali Watkins</p>			
<p>Timescales: By June 2024 (Including mid-year review)</p>			
<p>Budget: PEF - School Assistants</p>			

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HGIOS 4 Quality Indicators:

1.1 Self Evaluation for Self-Improvement; 1.2 Leadership of Learning; 1.3 Leadership of Change; 2.2 Curriculum; 2.3 Learning, Teaching and Assessment; 2.4 Personalised Support; 3.2 Raising Attainment & Achievement

NIF Priorities:

Improvement in attainment, particularly in Literacy and Numeracy.
 Closing the attainment gap between the most and least disadvantaged children and young people.
 Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

Target: To raise attainment for all in numeracy and close the attainment gap by improving attainment

Outcomes	Measures	Intended Impact	Actual Impact
<p>Increase % of all learners on track to achieve expected CFE level in numeracy by 5%</p> <p>% of learners on track to achieve expected level: Numeracy from 81% (June 2023) to 86%</p>	<p>ACEL level cohort tracking including December and June data uplifts</p> <p>Learning conversations progress updates</p> <p>Class observation feedback on teaching of numeracy</p> <p>Various data and Standardised assessments across P1-P7 (GL, Early Level Assessments, Headstart)</p> <p>Pre and Post Positive Mathematical Mindset questionnaires</p> <p>Data from numeracy-based interventions (5 Minute box, Catch-up Numeracy, CPA)</p>	<p>Increase number of targeted learners achieving CFE levels in numeracy P1, P4, P7</p> <p>Identified attainment gap will decrease</p> <p>All staff are involved in cluster moderation of learning, teaching and assessment leading to agreed standard.</p> <p>All staff are involved in 'Building Thinking Classrooms' CLPL</p> <p>Almost all staff deliver mathematics and numeracy lessons using 'Building Thinking Classrooms' pedagogy</p> <p>Almost all children will score as having a growth mindset using data from post Positive Mathematical questionnaires</p>	

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<p>Increase 3% of all learners achieving 8 or more Numeracy and Maths Early Years milestones focussing on skills progression in number recognition, touch counting, making quantities and dot patterns. 88% to 91%</p>	<p>Milestone tracking- Sept/Oct and May/June data uplifts. Interim completed December.</p>	<p>To ensure staff understanding on impact of pedagogical practices on raising attainment including – MTV, differentiation, outdoor learning and play based learning.</p> <p>All pupils are supported in the preparation for transitioning into secondary school through Ayr Academy transition programme</p> <p>Progressive intervention programme designed and tailored to raise lowest achieving milestones. Increase number of targeted learners achieving Early Level milestones in Numeracy. Identified attainment gap will decrease by 3%.</p> <p>Almost all classes will have a focus on STEM subjects through a programme of themed lessons linked to individual plans.</p>	
<p>Lead Persons: Fiona Donnelly, Caroline Green, Ali Watkins</p>			
<p>Timescales: By June 2024 (Including mid-year review)</p>			
<p>Budget: PEF - School Assistants</p>			

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HGIOS 4 Quality Indicators:
 1.1 Self Evaluation for Self-Improvement; 1.2 Leadership of Learning; 1.3 Leadership of Change; 2.2 Curriculum; 2.3 Learning, Teaching and Assessment; 2.4 Personalised Support; 3.2 Raising Attainment & Achievement

NIF Priorities:
 Closing the attainment gap between the most and least disadvantaged children and young people; Improvement in children and young people's health and wellbeing; Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

To develop Children's Rights Agenda across the cluster
To reach next level of Rights Respecting School Accreditation
Continue to improve children and young people's HWB

Outcomes	Measures	Intended Impact	Actual Impact
<p>Children's Rights Agenda developed across the cluster</p> <p>Next level of Rights Respecting Schools Accreditation achieved</p> <p>All stakeholders have an awareness of UNCRC Bill – Incorporation (Scotland) Bill</p> <p>Children empowered and inspired to think about and share their views.</p> <p>To increase the percentage of children at P1, P4 and P7 achieving expected CfE levels in HWB from 92% (June 2023) to 95%</p>	<p>Staff learning conversations progress updates</p> <p>Class observation feedback on pupil voice</p> <p>Wellbeing indicators (through wellbeing webs)</p> <p>Attendance (lates and absences) of targeted learners</p> <p>Staff and Pupils Surveys</p>	<p>Cluster project – OUTRight – Speak out on Children's Rights – Children, pupils and staff will be inspired to speak out for change through cluster campaign</p> <p>Empower pupil voice through improved relationships within cluster RRS groups (pupil and staff)</p> <p>Empowered and inspire children to think about and share their views</p> <p>All staff are involved in cluster moderation through context of children's rights and social justice</p> <p>Cluster project – Students and staff will be encouraged and challenged to read books outside of</p>	

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<p>Average school attendance is currently 93%, we are aiming to increase to 95% in session 23/24</p> <p>Enhance nurture provision across the school and develop nurture approaches for all through Applying Nurture as a Whole School Approach</p> <p>Support inclusion of all learners within school.</p> <p>Provide environments that are supportive and inclusive.</p> <p>Continue to improve children and young people's HWB</p> <p>Strengthen schools approaches to 3.1 and 2.4 to impact positively on pupils HWB, attainment and achievement</p> <p>Enhance creative ways to explore our rights for our youngest learners in a gentle, age-appropriate way.</p>		<p>their social norm, broadening their understanding and engagement with social justice issues. Highlight the importance of accurate representation in literature</p> <p>All children (P1/P4/P7) produce evidence to demonstrate progressive skills development (planned assessment evidence)</p> <p>Increase number of children reporting wellbeing indicators as 10 – 90% across all indicators.</p> <p>Use information and data - attendance increased by 2%.</p> <p>All pupils are supported in the preparation for transitioning into secondary school through Ayr Academy transition programme</p> <p>Our youngest learners are supported in their journey of rights and their importance recognised, by increasing recognition in memorable ways.</p>	
<p>Lead Persons: Wendy Campbell, All staff</p>			
<p>Timescales: June 2024 (and mid-year review)</p>			
<p>Budget: PEF - School Assistants, PT</p>			

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UNCRC Articles

- ✓ **Article 3**
Adults must do what's best for me
- ✓ **Article 6**
I should be supported to live and grow
- ✓ **Article 12**
I have the right to be listened to and taken seriously.
- ✓ **Article 13**
I have the right to find out and share information.
- ✓ **Article 15**
I have the right to meet with friends and to join groups.



UNCRC Articles

- ✓ **Article 20**
I have the right to be protected from being hurt or badly treated.
- ✓ **Article 23**
If I have a disability, I have the right to special care and education.
- ✓ **Article 28**
I have the right to an education.



UNCRC Articles

- ✓ **Article 29**
I have the right to an education which develops my personality, respect for others' rights and the environment.
- ✓ **Article 31**
I have a right to relax and play.
- ✓ **Article 39**
I have the right to help if I have been hurt, neglected, or badly treated.
- ✓ **Article 41**
Where our country treats us better than the U.N. does, we should keep up the good work!
- ✓ **Article 42**
Everyone should know about the UNCRC.



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APPENDIX 1

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		Multiple dates will be available throughout the session and will be promoted through		April 2024

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	South Ayrshire Reads Engagement session		Reading Leaders Network, Education Update and, SAR Twitter feed		
	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