



COYLTON PRIMARY SCHOOL & EARLY YEARS CENTRE

SCHOOL IMPROVEMENT PLAN

2024-2025



Ayr Cluster – Coylton Primary School Improvement Plan 2024-2025

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 Services Plan

- **The Promise:** Our commitment to Keeping the Promise
- **Family:** Promoting whole family wellbeing
- **Included:** Early help for children with diagnosed or undiagnosed additional support needs
- **Healthy:** Improving physical and mental health for children and young people
- **Voice:** Involving children and young people in local decision making
- **People:** Collaborative learning and reflection opportunities for the workforce

Education Services Priorities

- Engaged and Included
- Outstanding learning, teaching and assessment
- Developing our curriculum
- Self Improving Service

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 and young people
 - 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
<p>Increase % of all learners on track to achieve expected CFE level in literacy by 2%</p> <p>% of learners on track to achieve expected level: Literacy from 89% (June 2024) to 91%</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 - 2%</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 Year 2 of the South Ayrshire Reads Programme and therefore will have improved knowledge of best practice in reading. (See Appendix 1)</p> <p>All parents will continue to have the opportunity to engage with South Ayrshire Reads Programme and therefore will have improved knowledge and understanding of how their child learns to read, write and spell, 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 including – MTV, differentiation, outdoor learning and play based learning.</p>
<p>Increase 2% 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.</p>	<p>Milestone tracking- Sept/Oct and May/June data uplifts. Interim completed December.</p>	<p>Progressive intervention programme designed and tailored to raise lowest achieving milestones.</p> <p>Increase number of targeted learners achieving Early Level milestones in Literacy. Identified attainment gap will decrease by 2%.</p> <p>All pupils are supported in the preparation for transitioning into secondary school through Ayr Academy transition programme</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
<p>Increase % of all learners on track to achieve expected CFE level in numeracy by 2%</p> <p>% of learners on track to achieve expected level: Numeracy from 90 % (June 2024) to 92 %</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 will deliver mathematics and numeracy lessons using 'Building Thinking Classrooms' pedagogy and Teaching staff will work on Enhanced Mathematical Practice in the BGE with cluster colleagues</p> <p>Almost all children will score as having a growth mindset using data from post Positive Mathematical questionnaires</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>Increase 2% 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.</p>	<p>Milestone tracking- Sept/Oct and May/June data uplifts. Interim completed December.</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 milestone</p> <p>Increase number of targeted learners achieving Early Level milestones in Numeracy.</p>

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Identified attainment gap will decrease by 2 %.

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
<p><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></p> <p><i>To enhance all teaching staff's confidence of how to adapt planning, teaching and assessment to meet the needs of their learners.</i></p> <p><i>To evidence an increase in the use of adaptive teaching strategies to meet learner's needs through observations of teaching practice.</i></p> <p><i>To indicate some improvement in the learning experience using feedback from a group of learners.</i></p>	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: Identify the potential barriers to learning and plan differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner.	Adaptive Teaching Programme: Commitments.	Staff survey (pre and post). Learner Survey (pre and post). Learner Focus Groups (pre and post). Classroom observation notes, feedback (peers, SLT, DO). Staff professional development and review process.	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.		September 2024
	All teachers read, discuss and reflect on article: Adaptability: An important capacity for effective teachers – Collie and Martin (2016) before to Input 1.		WEE HGIOS Learner Focus Group questions. Article – Adaptability: Collie and Martin (2016).		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. 		Adaptive Teaching Thinglink.		September 2024
	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. The Circle Framework and the Inclusive Classroom.		November 2024

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<p>Key Lead to complete the Planned Adaptation Tracker and share with Development Officer. Development Officer visit.</p>			<p>The Adaptive Teacher – Planned Adaptation Tracker</p>	<p>Staff planning and evaluation documents.</p>	
<p>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. </p>			<p>Stop, Start, Continue – Self-evaluation sheet.</p>	<p>Analytics from shared teams space (comments, resources, access to the tool kit and materials).</p>	<p>November 2024</p>
<p>All teachers: <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>			<p>The Adaptive Teacher Self-evaluation Sheet: Scaffolding</p> <p>The Adaptive Teacher Thinglink.</p>	<p>Tracking data on learner progress.</p>	<p>November 2024</p>
<p>Test of Change All teachers <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. Development Officer visit.</p> </p>			<p>Interactive Scaffolding Posters. The Adaptive Teacher Thinglink. Adaptive Learning Planning Template – Scaffolding. Planned Adaptation Tracker: Scaffolding.</p>	<p>Assessment data – summative and formative including teacher professional judgement.</p>	<p>February 2025</p>
<p>All teachers: <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>			<p>The Adaptive Teacher Thinglink.</p> <p>Highly Able Learners Top Tip Poster.</p>		<p>March 2025</p>
<p>Test of Change All teachers <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>			<p>The Adaptive Teacher Thinglink.</p> <p>Planned Adaptation Tracker: Highly Able Learners/Digital.</p>		<p>May 2025</p>

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	<p>Key Lead to complete the Planned Adaptation Tracker: Highly Able Learners/Digital and share with Development Officer. Development Officer visit.</p>		<p>Adaptive Teacher Planning Template: Highly Able Learners/Digital</p>		
	<p>Sharing Session Key Leads/HT/DO identify members of staff to present good practice. All teachers: - attend Sharing Session. - complete Self-Evaluation: Stop/Start/Continue Reflection Sheet to be completed.</p>		<p>Stop, Start, Continue – Self-evaluation sheet.</p>		May 2025
	<p>Complete all post surveys: learners and staff online surveys a Key Lead and DO to complete Learner Focus Groups. Development Officer to collate all endline data, produce a report and share with Headteacher. HT/DO use report to inform SQR/SIP for 2025-26.</p>		<p>Microsoft Form – staff and learner surveys. WEE HGIOS Learner Focus Group questions.</p>		June 2025

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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.

Target

**To develop Children's Rights Agenda across the cluster and to reach next level of Rights Respecting School Accreditation
Continue to improve children and young people's HWB, in line with The Promise Education Award**

Outcomes	Measures	Intended Impact
Children's Rights Agenda developed across the cluster	Staff learning conversations progress updates	Empower pupil voice through improved relationships within cluster RRS groups (pupil and staff)
Next level of Rights Respecting Schools Accreditation achieved	Class observation feedback on pupil voice	Empowered and inspire children to think about and share their views
All stakeholders have an awareness of UNCRC Bill – Incorporation (Scotland) Bill	Wellbeing indicators (through wellbeing webs)	All staff are involved in cluster moderation through context of children's rights and social justice
Children empowered and inspired to think about and share their views.	Staff and Pupils Surveys	Students and staff will be encouraged and challenged to read books outside of their social norm, broadening their understanding and engagement with social justice issues. Highlight the importance of accurate representation in literature
To increase the percentage of children at P1, P4 and P7 achieving expected CfE levels in HWB from 95% (June 2024) to 96%		All children (P1/P4/P7) produce evidence to demonstrate progressive skills development (planned assessment evidence)
Average school attendance is currently 93%, we are aiming to increase to 94% in session 24/25	Attendance (lates and absences) of targeted learners	Increase number of children reporting wellbeing indicators as 10 – 90% across all indicators.
Enhance nurture provision across the school and develop nurture approaches for all through Applying Nurture as a Whole School Approach	Results of whole school audit will outline the nurture principles to focus on this session.	Use information and data - attendance increased by 1%.
		All pupils are supported in the preparation for transitioning into secondary school through Ayr Academy transition programme

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<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>Staff within school will develop an awareness and understanding of The Promise and all that is included within the national guidance and local authority initiatives, this will be enhanced by completing The Promise Education Award by June 2025.</p> <p>All staff will support learners with experience of care to provide improved wellbeing and in turn work towards improved educational outcomes.</p> <p>Implement the Local Authority Wellbeing Resource “Treehouse” from Tree of Knowledge.</p> <p>Attend Local Authority Twilights on Neurodiversity and de-escalation and implement practice according to need.</p>	<p>Pupil, Parent and staff surveys as part of this Approach</p> <p>All staff will engage in SAC programme of training on The Promise</p> <p>Parents will be kept informed of the activities linked to The Promise</p>	<p>All staff will work through a programme of CLPL linked to the nurture principles identified.</p> <p>A consistent approach to nurture throughout the whole school and EYC, with consistency in the language used through the positive relationships policy.</p> <p>Our youngest learners are supported in their journey of rights and their importance recognised, by increasing recognition in memorable ways.</p> <p>Wellbeing assessments from Treehouse will be completed</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

Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment Education Improvement Plan 2023-2026)					
SAR Strategic Plan Priority: To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire SAR Strategy 2023-2026					
PHASE 1 SOUTH AYRSHIRE SCHOOLS 2024-2025					
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> <p>To promote the implementation of an excellent reading curriculum which prioritises best</p>	By June 2024 ALL schools will have an identified Reading Leader with responsibility for facilitating and leading reading development within their setting.	<p>The aims of South Ayrshire Reads are beginning to embed across Phase 1 School Communities</p>	All reading leaders can attend 3 half day sessions (<i>September 2024, November 2024, January 2025</i>) focusing on driving change to raise attainment in reading.	LW/HM	June 2024
	By June 2024 ALL Phase 1 schools will have a collaborative partnership to ensure collective efficacy and an established approach to looking outwards.		<ul style="list-style-type: none"> Bespoke partnership CLPL responsively planned and reviewed in line with contextual needs. Meeting and session dates agreed. Bespoke roadmaps created. 	HM	June 2024
	By June 2024 ALL P4 and P7 practitioners in Phase 1 schools will have had the opportunity to evaluate pupil readiness for learning and reading for pleasure		Phase 1 schools will complete simple MS Form asking for number of children at key transition points who are able to access curriculum at next stage in learning and those who regularly read for pleasure.	SL	June 2024
	By September 2024 ALL Phase 1 practitioners will have had the opportunity to take part in a SAR collaborative launch.		<ul style="list-style-type: none"> August Inservice Day SAR Launch Access to SAR Professional Learning MS Team Link to SAR update video to be shared with school community 	SL	September 2024
	By April 2025 ALL Phase 1 education staff will have had the opportunity to re-engage with Universal CLPL sessions.		<ul style="list-style-type: none"> Catch-up CLPL in Phonological Awareness; Phonics and Fluency – multiple dates available. 	LW/HM	April 2025
	By June 2025 ALL Phase 1 education staff will have had the opportunity to engage in bespoke high-quality CLPL.		<ul style="list-style-type: none"> All CLPL based on Science of Reading with particular focus on <i>embedding</i> phonological awareness, phonics, fluence and vocabulary. 	HM	June 2025
	By June 2025 ALL Phase 1 education staff will have had the opportunity to develop their practice in collaboration with the SAR team.		<ul style="list-style-type: none"> Collaboration activities include workshops; modelled lessons; professional discussions; coaching sessions 	JW	

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<p>practice, challenge and adapted teaching for children with additional support needs</p> <p><i>To gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and reading attainment</i></p>	<p>By June 2025 ALL Phase 1 establishments will have had the opportunity to engage with assessment implementation and data analysis</p>	<p>The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders</p>	<ul style="list-style-type: none"> ○ Access to CLPL sessions focussed on interpretation, analysis and evaluation of their pupils' phonics and/or fluency attainment to measure impact and determine next steps. 	<p>LW</p>	
	<p>By June 2025 ALL Phase 1 establishments will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities</p>		<ul style="list-style-type: none"> ○ Reading Schools Accreditation ○ Communication Friendly Environments ○ Developing Writing through SAR 	<p>SL LC SL</p>	
	<p>By June 2025 ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.</p>		<ul style="list-style-type: none"> ○ Reading Leader will attend SAR led session prior to delivery of Parent Engagement Workshop ○ Notification and access to authority SAR family engagement session / resources 	<p>LW/HM</p>	