

**Maidens & Fisherton Primary Schools and Early Years Centres**

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| **SCHOOL IMPROVEMENT PLAN: 2020-2021** |

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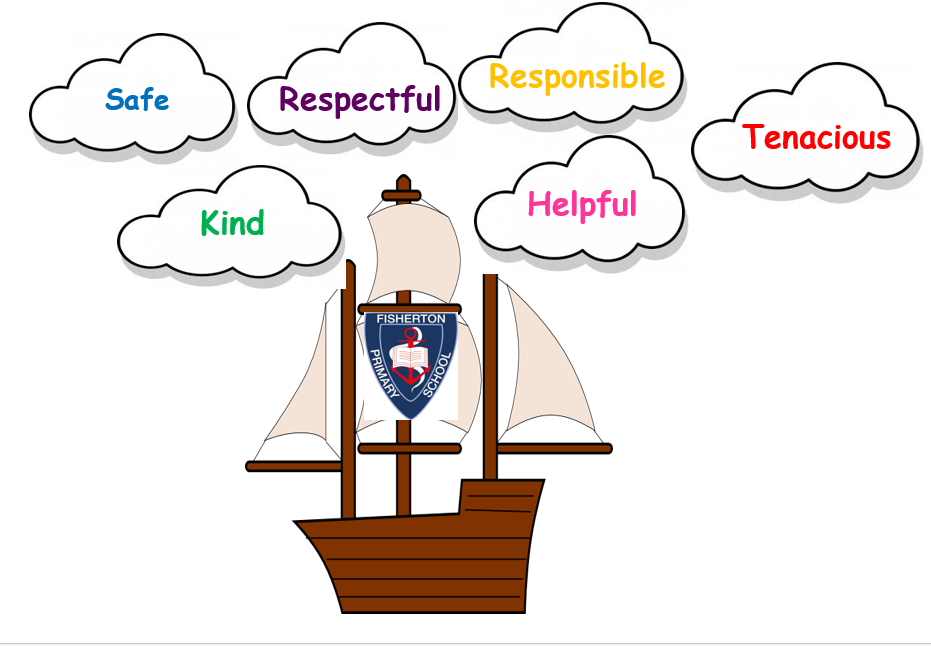
**South Ayrshire Vision**



Our vision and ambition in South Ayrshire Educational Services is to achieve excellence and equity. We have the highest expectations for all learners so that they achieve their potential regardless of their circumstances. We want to achieve this in a context where we act with integrity in a climate of mutual trust and respect and have the highest ambition for every learner. It is our ambition to close the attainment gap while constantly stretching and challenging children and young people who are attaining at the highest levels to achieve more. Closing the gap while challenging every learner will guide and define the work of the educational services.

**Fisherton Vision**

At Fisherton Primary School and Early Years Centre we believe that with **tenacity** we can all experience success and achieve our potential.



**F**riendly and **kind** people help fill our school with happiness.

**I**nspired by the world around us we welcome pupils to join us on a journey of discovery.

**S**uccess is experienced across the curriculum and beyond with

**Helpful** staff and families working together for our young people.

**E**veryone has a voice in our learning community and we strive to model

**Respectful**, **responsible** and **safe** approaches in all that we do.

**T**enacious attitudes and motivation encourage our pupils to strive to give their best.

**O**pportunities to develop skills are welcomed and

**N**urturing approaches help our children grow and learn together.

**Values**

Our values are:

**Safe, Kind, Helpful, Responsible, Respectful, Tenacious**

**“R**eachfor the **S**ta**R**s**, K**eep **T**ryingand **H**ave fun**”**

Agreed by all pupils, parents and staff (September 2019) Revisited August 2020

**Maidens Vision**

At **Maidens Primary Schools** **and Early Years Centres** we believe that the right motivations can move the world. In striving to provide these motivations our vision is that:



**M**any talents are developed to promote

**A**rticulate, **responsible** learners who have

**I**nquisitive minds and are **nurtured** and

**D**etermined to succeed with a **responsible** approach

**E**nterprising attitudes in an environment where **friendships** blossom

**N**othing is insolvable and everyone is **included** in a

**S**chool where **trust** is valued.

Values

Our values are:

**I**ncluded, **N**urtured**, Friendship**, **Responsibility** and **Trust**.

“**IN Friendship and Responsibility we Trust**”

*Agreed by pupils, parents and staff (November 19) Revisited August 2020*

At Maidens and Fisherton Primary Schools and Early Years Centres we aim to be a positive, inclusive and continuously improving learning organisation. We aspire to achieve this in many ways, including utilising the local and national plans, and frameworks below

**National Improvement Framework Drivers**

**National Improvement Framework**

**South Ayrshire Council Plan**

**Children’s Services Plan - Draft**

Summary Statement and Priorities

Using Self Evaluation, as a staff team, we reviewed the 2019-2020 School Improvement Plan (SIP). We have included our evaluation of this performance data review within our Standards and Quality 2020 Report which accompanies this document. In consultation we have identified the priorities for the forthcoming year as highlighted below within this SIP. The priorities and targets in this plan enable us to clearly set out the next steps on our journey, promoting a Curriculum for Excellence throughout and have been developed through the school audit process which has included:

* Consultations with staff and staff audits
* Parental Questionnaires
* Pupil Questionnaires and pupil impact/feedback activities
* Self-evaluation using HGIOS 4 and Care Inspectorate HGIOELC
* Tracking, monitoring and evaluation of learning and teaching

The priorities within the 2020-2021 School Improvement Plan were devised with staff in Term 4, 2019-20; will be discussed with the Pupil and Parent Councils in September 2020, before being shared with parents, also in September 2020. The SIP is a working document and is regularly reviewed and adapted to ensure it is meeting the needs of the pupils of Fisherton and Maidens Primary Schools and Early Years Centres.

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**Our key priorities this year will be:**

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| |  | | --- | | **1.**  **Raising children’s attainment and achievement in Literacy, with a focus on writing.** | | [This Photo](https://gsouto-digitalteacher.blogspot.com/2015/03/international-childrens-book-day-2015.html) by Unknown Author is licensed under [CC BY-NC-ND](https://creativecommons.org/licenses/by-nc-nd/3.0/) | |  | | --- | | To improve children’s literacy skills within the Early Years Centre. | | |  | | --- | | To ensure there is a continued focus on children’s reading skills within Maidens and Fisherton Primary Schools in order to raise attainment and inspire young writers. | | |  | | --- | | To implement the South Ayrshire Council Literacy Strategy and Skills Progression Framework. | | |  | | --- | | To improve children’s writing skills within Maidens and Fisherton Primary Schools in order to raise attainment and become creative and purposeful writers. | | [This Photo](https://istesstudentservices.wordpress.com/2012/10/18/stages-of-writing-in-kindergarten/) by Unknown Author is licensed under [CC BY-NC](https://creativecommons.org/licenses/by-nc/3.0/) | |  | | --- | | To use digital technologies to highlight current affairs in the local area, nationally and internationally to provide opportunities for children to write factually and critically. | |
| |  | | --- | | **2.**  **Raising children’s attainment and achievement in Maths, with a focus on improving professional learning.** | |  | |  | | --- | | To improve children’s numeracy skills within the Early Years Centre. | | |  | | --- | | To ensure all children benefit from high quality learning and teaching in order to raise attainment. | | |  | | --- | | To ensure robust assessment in numeracy in order to support and challenge children and to raise attainment. | | |  | | --- | | To regularly provide opportunities for numeracy learning in the outdoors in order to motivate and engage learners. | | |  | | --- | | To ensure children are given opportunity to apply skills in all numeracy lessons. | | |  | | --- | | To continue to effectively use interventions to raise attainment in numeracy. | |
| |  | | --- | | **3.**  **Meet children’s needs by further implementing the GIRFEC agenda.** | |  | |  | | --- | | To focus on self-regulation through Mindfulness and develop a growth mind-set in staff, parents and children. In order to support pupils with strategies that they can use independently to maintain positive mental health. | | |  | | --- | | Provide Nurture sessions or LIAM sessions to pupils identified as benefitting from these. | | |  | | --- | | To track children’s attributes and capabilities in the Broad General Education with a particular focus on wider achievements. | | Increase home school communication channels due to the COVID measures preventing face to face contact. | To use Ice Pack: Knowing Me Knowing You 2 to reconnect, reflect and rebuild to support COVID recovery. | Provide Music Therapy to pupils identified as having limited wider experiences or are identified through ACES criteria. |

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| **PRIORITY 1: Raising children’s attainment and achievement in Literacy, with a focus on writing.**  **HGIOS 4/HGIOELC QI: 2.2 Curriculum, 2.3 Learning teaching and assessment , 2.4 Personalised support, 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising attainment and achievement**  **NIF: 1. Improvement in attainment, particularly in literacy and numeracy, 2. Closing the attainment gap between the most and least disadvantaged children.**  **National Priorities: 2,4,5 & 6** | | | | |
| **What Outcomes Do We Want To Achieve?** | **How Will We Achieve This?**  **(Intervention Strategies)** | **Lead Person** | **Start and Finish Dates** | **How Will We Measure Impact On Children and Young People?**  **(Include Where Possible Current Measure and Target)** |
| **Cluster Priorities**  To improve children’s technical skills for writing across the curriculum.  To build consistency of approach in pupil experience across Cluster.  **School Priority**  To improve children’s literacy skills within the Early Years Centre.  QI 3.2  To ensure there is a continued focus on children’s reading skills within Maidens and Fisherton Primary Schools in order to raise attainment and inspire young writers.  QI 3.2  To implement the South Ayrshire Council Literacy Strategy and Skills Progression Framework.  QI 2.3  To improve children’s writing skills within Maidens and Fisherton Primary Schools in order to raise attainment and become creative and purposeful writers. QI 3.2  To use digital technologies to highlight current affairs in the local area, nationally and internationally to provide opportunities for children to write factually and critically.  QI 2.3  To report to parents regularly by sharing tracking reports in Nov/Feb/May. | * To create a Cluster development group with representatives from each school to agree a consistent approach to teaching the technical skills for writing. * Audit of Literacy Framework * To create a level 2 study pack in line with the Literacy Skills Framework, to focus on key skills for writing.   Consult with Cluster staff and share the draft Level 2 Study pack.   * Staff will continue to engage with Building the Ambition in order to provide high quality reading, writing and listening and talking opportunities in the playroom, outdoors and local area. * To continue to develop phonological awareness in the Early Years Centre and a foster a love of reading and writing. * To continue to assess, plan and track the developmental milestones and target children who are not on track to meet developmental milestones. * To embed the Three Read Approach to improve engagement * To progress the CAPER initiative to encourage use of local library and a love of books. * To increase opportunities for children to mark make and write in all areas of the EYC, including outdoors – children writing lists, displays, labels, charts, creating books, story stones, playground marking, name cards, snack menus, peer assessment, children’s voice in profiles. * To moderate writing 3 times in the session   o Pencil control – fine motor skills  o Drawing recognisable shapes  o Drawing a recognisable person  o Writing letters  o Writing your name   * To revisit planning to ensure that children’s voice is heard and that benchmarks and experiences and outcomes are used to plan, assess and track children’s progress. * To increase opportunities for digital technologies within this aspect of learning to help establish a culture of inquiry, innovation and exploration. * Increase opportunities for children to be involved in reading activities for enjoyment and track reading progress through the Accelerated Reader programme. * Through use of appropriate data, provide targeted interventions for children who are assessed as below their reading age compared to chronological age. To continue to provide opportunities in staff training in the use of these targeted interventions. * To increase motivation and engagement in reading by encouraging read-a-thons, reading challenges, library use, World Book Day, engaging with authors and allowing the children to lead developments in our own school libraries and the community. * Audit and review the reading and comprehension provision within the school to ensure a progressive approach and increase depth in reading. * Staff will engage with the SAC Literacy Strategy and this will be evident within their Literacy pedagogy and planning. * Staff are confident and able to apply appropriate interventions and recovery methods in Literacy:   o Catch up Literacy  o 5 Minute Box  o Reading Wise  o Three Read  o Word Aware  o Lego Story Starters  o Ecological Assessments  o Boxall profiles  o S A IT (South Ayrshire Identification Toolkit – Speech and Language)  o Read, Write, Gold/Clicker 6  o Memory Boost   * Staff will use the SAC Literacy Skills Framework to support planning and assessing ensuring children meet the benchmarks for their expected level. * To train the children to prepare to Write: Talking, Thinking and Planning   The Writing Process: Modelling and Writing  Editing: Conferencing with peers, Reviewing and Improving  Publishing: Redrafting, Celebrating Success and Identifying next Steps   * Staff will engage in quality CLPL in writing using the Education Scotland Professional Learning Workshops. * Staff will revisit Moderation Criteria grids within their own stage. * To introduce a spelling framework to support our programme of spelling for children beyond age 7. * To allow the children the freedom of Free Writing Friday to increase their motivation and enjoyment of writing. * Children will be given weekly opportunities to write regularly in class (more than once a week) including personal events, current affairs, IDA and community news using ‘Scotland’s Picture News’ resource differentiated across the school. * Staff to continue using new progress and attainment system. * Staff to write a final reporting comment (150 words) to detail progress to parents. | TBC  All Staff incl. Early Years Staff  All EY staff  Avril Foakes (PT)  EYP - Louise McPhee  All Early Years Staff & Early Years Teacher  SMT  All Early Years Staff & EY Teacher  All Early Years Staff & EY Teacher  All staff  Class Teachers & School Assistants  All staff  Leeanne Campbell  Avril Foakes  All Class Teachers  All Class Teachers & School Assistants  All Class Teachers  All Class Teachers  All Class Teachers  All Class Teachers | Planning completed June 2021 for implementation in August 2021  August 2020-June 2021  August 2020-June 2021  Oct 2020 &  May 2021  Oct 2020-June 2021  August 2020-June 2021  Termly  August 2020-June 2021  August 2020-June 2021  August 2020-June 2021  August 2020-June 2021  August 2020-June 2021  August/October 2020  August 2020-June 2021  August 2020-June 2021  August 2020-June 2021  August 2020-June 2021  August 2020-June 2021  August 2020-June 2021 | Level 2 Study pack will be available for implementation in Session 2021-22.   * Assess in October using Developmental Milestones to establish a baseline. * Track progress in Developmental milestones throughout the session. * Re-assess developmental milestones in June to show value added from October so that 85% of all children in our Early Years Centre achieve their developmental milestones in Literacy.   (This target is a stretch aim as agreed by SAC Early Years)   * Highlight children who fall below 90% attendance - bespoke interventions   arrangements initiated for poor attenders   * Termly information about attendance fed into monthly newsletters to encourage increased attendance. * Writing to be monitored in first round of observations and evident in all areas. * Moderation of writing will show that 85% of pre-school children are meeting their milestones and supports in place for 15%. * 85% children in P1, P4, P7 to attain age appropriate CfE levels and age equivalent standardised testing results (SNSA). * 15% children who are not achieving receive targeted support * 85% children in P1, P4, P7 to score medium or high in SNSA assessments. * 100% children participate in motivational reading and writing experiences * Children’s progress data and reports reflect the staff’s ability to implement the South Ayrshire Council Literacy strategy which staff demonstrate through learning conversations, forward planning folders and observed lessons. * Children’s intervention data show an increase in Literacy skills of at least 6 months following targeted interventions. * 100% of children who are care provided by the Local Authority to have Boxall and Ecological assessments. * All staff to plan assessments for all baseline, end of and check-up assessments for literacy progress. * 80% children achieve age and stage appropriate levels in writing in CfE levels. * 85% children in P1, P4, P7 to score medium or high in SNSA assessments. * 15% children who are not achieving receive targeted support * 100% children take part in Free Writing Friday. * 85% children achieve age and stage appropriate levels in writing * 15% children who are not achieving receive targeted support * 85% children in P1, P4, P7 to score medium or high in SNSA assessments. * 100% children will increase the frequency of writing each week * All parents will receive tracking reports 3 times per session. |

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| **PRIORITY 2: Raising children’s attainment and achievement in Maths, with a focus on improving professional learning.**  **HGIOS 4/HGIOELC QI: 2.2 Curriculum, 2.3 Learning teaching and assessment , 2.4 Personalised support, 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising attainment and achievement**  **NIF: 1. Improvement in attainment, particularly in literacy and numeracy, 2. Closing the attainment gap between the most and least disadvantaged children.**  **National Priorities: 2,4,5 & 6** | | | | |
| **What Outcomes Do We Want To Achieve?** | **How Will We Achieve This?**  **(Intervention Strategies)** | **Lead Person** | **Start and Finish Dates** | **How Will We Measure Impact On Children and Young People?**  **(Include Where Possible Current Measure and Target)** |

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| **Cluster Priority**  To improve children’s numerical skills.  To build consistency of approach in pupil experience across Cluster.  **School Priority**  To improve children’s numeracy skills within the Early Years Centre.  QI 3.2  To ensure all children benefit from high quality learning and teaching in order to raise attainment. Q.I 2.3  To ensure robust assessment in numeracy in order to support and challenge children and to raise attainment. QI 3.2  To regularly provide opportunities for numeracy learning in the outdoors in order to motivate and engage learners. QI 3.3  To ensure children are given opportunity to apply skills in all numeracy lessons.  QI 2.3  To effectively use interventions to raise attainment in numeracy.  QI 3.1 | * Embed the Level 2 Study Pack within Cluster Primaries. * Testing of pupils at point of transition into S1 (Sept 2021)   Discussion and feedback on the level 2 study packs with Carrick Academy Maths Department.   * Staff will continue to engage with Building the Ambition in order to provide high quality numerical and mathematical   opportunities in the playroom, outdoors and local area.   * To continue to develop numerical awareness in the Early Years Centre and a foster a curiosity for number. * To continue to assess, plan and track the developmental milestones and target children who are not on track to meet developmental milestones. * To increase opportunities for children to encounter number, shape and mathematical concepts throughout their experience in all areas of the EYC and apply their knowledge across the curriculum and EYC. * To revisit planning to ensure that children’s voice is heard and that benchmarks and experiences and outcomes are used to plan, assess and track children’s progress. * To increase opportunities for digital technologies within this aspect of learning to help establish a culture of inquiry, innovation and exploration. * Dedicated 6 hours quality numeracy and maths per week that provide opportunity for application of skills * Increase teacher confidence in the use of Benchmarks to assess progress in Numeracy and Mathematics. * All staff to engage with the numeracy professional learning resources developed by Education Scotland in order to continue to develop classroom strategies based around concrete, pictorial & abstract approach. * Audit of use of Numicon across the school in order to plan further appropriate CLPL. * Concrete and pictorial resources are available and embedded in numeracy lessons throughout the school with a focus on ensuring children within the upper department have these opportunities * Staff will use ‘Count on Us’ boards and resources following training and collaborate on ways to develop classroom strategies. * Staff to attend training on the Bar Modelling approach to support learning in a visual representative way. * Baseline assessments used consistently to measure impact of approaches and revisit administration of assessments * (formative and summative, including SNSA) * Staff engage in regular moderation activities both in school and at cluster level. * Update and review school Assessment policy. * Children’s voice and teacher voice enhance assessment of holistic assessments. * Continue to involve children more consistently in using benchmarks to support learning conversations and in setting their own targets. * Make more effective use of Sumdog and Education City as a resource to support and track children’s learning and progression. * All classes to Use the creative Star – Numeracy across the curriculum Outdoors resource (Thinking Child over 100 ideas for numeracy outdoors) * New resources will be explored and purchased for the playground if required * Whole-school focus on weekly numeracy in the outdoors * A whole-school focus on problem solving and application of skills in real-life problems * Materials will be sourced to assist teachers with developing approaches to Problem Solving * Strategies will be displayed and taught in all classes * CLPL will be provided on problem solving strategies and the use of word problems to apply skills * Links will continue to be made throughout numeracy lessons to careers in line with DYW * Making Thinking Visible routines are used to encourage enquiry and curiosity * Participate in ‘Maths week’ with Problem Solving challenges at every stage. (wk beginning 28th Sept 2020) * Interventions such as Numicon Breaking Barriers Plus 1, Power of 2, 5-minute box and catch-up numeracy will to be consistently used by all support staff. * Robust assessment and tracking of children will identify those requiring interventions * Impact of interventions measured using baseline assessments * Established school overview of interventions is followed and updated regularly by PT. * Teaching staff and support staff have increased ownership of intervention support at each stage and intervention work is followed up consistently by monitoring impact with the Pupil Support Coordinator during learning conversations. | Lynsey Gibb  All class teachers  All EY staff & EY Teacher  All EY staff & EY Teacher  Avril Foakes (PT)  All EY staff & EY Teacher  All EY staff & EY Teacher  All EY staff & EY Teacher  All Class Teachers  L. Campbell (HT)  A. Foakes (PT)  All Class Teachers  All Class Teachers  All Class Teachers & School Assistants  All Class Teachers & School Assistants  All Class Teachers & School Assistants  Leeanne Campbell (HT)  Avril Foakes (PT) | August 2020  Sept 2021  August 2020-June 2021  August 2020-June 2021  August 2020-June 2021  August 2020-June 2021  August 2020-June 2021  August 2020-June 2021  August 2020-June 2021  October 2020 & March 2021  August 2020-June 2021  August 2020-June 2021  August 2020-June 2021  August 2020-June 2021  August 2020-June 2021 | Overall, children are applying consistent numeracy skills  All children across Cluster are taught agreed skills  Reduction in gaps in learning at point of transition  Assess in October using Developmental Milestones to establish a baseline.   * Track progress in Developmental milestones throughout the session. * Re-assess developmental milestones in June to show value added from October so that 80% of all children in our Early Years Centre achieve their developmental milestones in Numeracy. * Highlight children who fall below 90% attendance * Termly information about attendance fed into monthly newsletters to encourage increased attendance in EYC. * Numeracy in context to be monitored in second round of observations and evident in all areas. * 85% children in P1, P3, P4, P7 to attain age appropriate CfE levels and age equivalent standardized testing results * 85% children in P1, P4, P7 to score medium or high in SNSA assessments. * Baseline assessments at all stages carried out in August, and May to measure impact of approaches, these demonstrate that 80% of children are on target * 100% children participate in active numeracy experiences. * P1 staff to use Developmental Milestone data from EYC to target specific children. * All staff (P2-P7) using SAC numeracy planning documents. * All staff confident in using the Bar Modelling approach. * P1, P4, P7 standardized assessments provided by local authority * P2, P3, P5, P6 tracked and assessed using holistic assessments which are contextualised and moderated across the stage. * Baseline assessments at all stages carried out in August, and May to measure impact of approaches, these demonstrate that 90% of children are on target * Children have increased Outdoor learning opportunities which is tracked and discussed at planning conversations. * SMT observations of outdoor learning in Numeracy * 100% of children experiencing outdoor learning weekly * Children’s survey at end of term 3 on Microsoft forms will demonstrate pupil attitude towards learning outdoors and highlight any changes required * Baseline assessment will be completed in September and May * 100% pupils participate in ‘Maths week’ * Teachers feel confident that they have a range of materials that they can use to develop problem solving skills * 85% children in P1, P3, P4, P7 to attain age appropriate CfE levels and age equivalent standardized testing results * 100% of support staff to be upskilled in our basket of interventions and all using our tracking methods. * Baseline assessments at all stages carried out in September and May to measure impact of * approaches, these demonstrate that 85% of children are on target * All staff involved in 2 planned learning conversations and 2 attainment and progress meetings. |

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| **PRIORITY 3: WELLBEING, EQUALITY AND INCLUSION FOR ALL**  **Meet children’s needs by further implementing the GIRFEC agenda.**  **HGIOS4/HGIOELC QI:2.1 Safeguarding and child protection, 2.4 Personalised support, 2.5 Family learning, 3.1 Wellbeing, equality and inclusion, 3.2 Raising attainment and achievement**  **NIF: 1. Improvement in attainment, particularly in literacy and numeracy, 2. Closing the attainment gap between the most and least disadvantaged children, 3. Improvement in children and young people's health and wellbeing**  National Priorities: 2,4,5 & 6 | | | | |
| **What Outcomes Do We Want To Achieve?** | **How Will We Achieve This?**  **(Intervention Strategies)** | **Lead Person** | **Start and Finish Dates** | **How Will We Measure Impact On Children and Young People?**  **(Include Where Possible Current Measure and Target)** |
| **Cluster Priority**  Achievement of Mental Health & Wellbeing Charter mark  Implementation of Cluster policy on LGBT+ children’s mental health and resilience  **School Priority**  To focus on self-regulation through Mindfulness and develop a growth mind-set in staff, parents and children. In order to support pupils with strategies that they can use independently to maintain positive mental health.  QI 2.5  Nurture principles to become embedded throughout the school. Provide Nurture sessions or LIAM sessions to pupils identified as benefitting from these.  To track children’s attributes and capabilities in the Broad General Education with a particular focus on wider achievements.  Increase home school communication channels due to the COVID measures preventing face to face contact.  Provide Music Therapy to pupils identified as having limited wider experiences or are identified through ACES criteria. | * Each school to complete HWB self-evaluation and action plan for Mental Health & Wellbeing Charter. * Cairn PS to support Cluster schools to complete activities required to achieve charter mark. * Cluster policy on LGBT+ to be shared with all schools and developed to suit individual contexts. * Work with colleagues in Cluster and NHS to develop a sustainable model of support around mental health and wellbeing. * Deliver a range of regular training on a termly basis, giving staff strategies for identifying the needs of these core groups: -Nurture principles and attachment-focus on Transitions   Bereavement and loss (Seasons of Growth)  Adverse Childhood Experiences and Trauma (ACES)  Managing Behaviour and Resilience Building  Cyber Health  LBTG  BMBT  ASD and ADHD  LIAM  Creating Pastoral notes in line with GPDR using SEEMIS  Music/ Drawing therapy  Growth Mind set and Resilience   * Children to engage in daily emotional check in for emotional health after registration. * Foster links with the pupil wellbeing officer at Carrick Academy to support vulnerable pupils in school holiday periods. * To train all staff in mindfulness, growth mind set and resilience and encourage professional reading of Paul Dix (When the Adults changes, everything changes). * Refresh behaviour policy and positive reinforcements * Introduce a house point chart for each class as a visual representation of their achievements * Ensure all staff take responsibility for a children’s leadership group and continue to develop committees to build confidence and leadership skills. * Carry out an audit to establish pupils requiring nurture input, nurture teacher to provide input once a week to support pupil’s emotional and social well-being. * Carry out an audit to establish pupils requiring LIAM input, trained teacher to provide 1:1 input to support this development. * Boxall Profile to be undertaken by pupils attending the Nurture Group. * Staff to revisit Overarching Curricular Rationale in August. * Increase teacher confidence in the use of Benchmarks to assess progress in HWB * Use of A3 trackers to record progress and attainment * All identified children within the red category for Wider Achievements will have targeted music therapy or sport input * Set up and implement Seesaw app within all classes to promote home school links, share learning and build positive relationships through a safe easy to use app. * Identify pupils who would benefit from music therapy and provide targeted 1-1 or group sessions. | Carol Kay  All class teachers  Allison Eaglesham (Nurture)  Avril Foakes (MH)  All class teachers  Leeanne Campbell (HT)  Avril Foakes (PT)  All staff  Allison Eaglesham  All class teachers  Leeanne Campbell (HT)  Avril Foakes (PT)  Alison Purdie  All class teachers  All class teachers  Alison Purdie | September 2020  June 2021  June 2021  August 2020-June 2021  August 2020-June 2021  August 2020  August 2020-June 2021  August 2020    August 2020-June 2021  Oct 2020 & Feb 2021  August 2020-June 2021  Oct 2020 | Children demonstrate that they are confident in accessing relevant information and support.  Children will be happy, safe and included and measured using the well-being webs.   * Children’s progress data and reports reflect the staff’s ability to implement the South Ayrshire Council Health and Wellbeing frameworks which staff demonstrate through learning conversations, forward planning folders and observed lessons. * Children’s SHANARRI measures shows an increase in emotional wellbeing for each child. * 100% of children who are care provided by the Local Authority to have Boxall and Ecological assessments. * Every child identified as having ASD/ADHD to have an individual anti-anxiety, anti-stress plan agreed by a TAC and the child. * All key staff will be flexible and responsive to the mental health of children and staff. * SLT learning Walks and learning conversations will demonstrate and evidence an increase in children’s voice and leadership across the school.   • Nurture Teacher role will ensure work undertaken has a positive impact.   * Identified children will learn in a range of alternative ways and in a range of settings, to best meet their individual needs. * Children will continue to benefit from the increased staff pedagogy and practice in principle of nurture. * 100% children will learn, play, eat, socialise and exercise in a nurturing environment. * A3Trackers will ensure children are attending additional curricular activities –all children to attend at least one additional activity in session. * Benchmark assessments completed September then revisited June 2021-spelling /reading/writing/numeracy * Use SHANNARI indicators and emotions check ins to measure impact. * All staff sharing learning targets and progress with parents on a more regular basis due to the use of digital technology if parents opt in {GPDR}to ensure children’ benefit from informed parental praise. * Parents will be informed of opportunities where they can build on class learning to enhance learning at home. * Staff will use the app to build parents trust and confidence that their child is safe, happy and their learning is on track at school. * A3 trackers will demonstrate an increase in wider achievements. * Wellbeing webs will show an increase in ‘achieving’ levels for those identified. |

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| **PRIORITY 4: EARLY YEARS CENTRE IMPROVEMENT PRIORITIES**  **HGIOS 4/HGIOELC QI: 2.2 Curriculum, 2.3 Learning teaching and assessment , 2.4 Personalised support, 3.2 Raising attainment and achievement**  **NIF: 1. Improvement in attainment, particularly in literacy and numeracy, 2. Closing the attainment gap between the most and least disadvantaged children.**  **National Priorities: 2,4,5 & 6** | | | | |
| **What Outcomes Do We Want To Achieve?** | **How Will We Achieve This?**  **(Intervention Strategies)** | **Lead Person** | **Start and Finish Dates** | **How Will We Measure Impact On Children and Young People?**  **(Include Where Possible Current Measure and Target)** |
| **Early Years Priorities:** Provision of opportunities within the Early Years Centre which maximises pupil successes and achievements within Literacy, Numeracy and Health and Well Being.  Extend Intergenerational learning opportunities  Identification and effective early intervention to support children with delayed language development.  Extend & enhance ICT provision.  Continue to develop & extend outdoor learning provision.  Extend Home Link Resources  Enhance teaching & learning in ML +1 (French)  Increased parental engagement  Introduce programme to improve/encourage pupil balance, confidence on wheels  (dependent on SAC training being provided) | By ensuring high quality learning environments are provided that are literacy & numeracy rich & that provide opportunities for child led learning and encourage independent learning & enquiry.  By strengthening links with Malin Court, holding termly meetings with residents and staff to plan mutually beneficial activities. Maintain fortnightly visits.  By implementing the strategies and techniques learned through Early Talk Boost training.  By creating personal accounts for each child on Education City & tracking their progress.  Ensuring 100% of children are given regular opportunities to use digital technologies including I-pads, cameras, computer. & Code-A-Pillar.  Continue adding to current provision of loose parts, creating areas of interest in the outdoor learning space to encourage independent learning and enquiry. Develop and maintain regular forest & beach school outings. Apply for funding through the John Muir Award to design and create a sensory garden in conjunction with parents/carers/volunteers/pupils.  Early years staff will each develop Home Link resources which focus on specific themes which meet the needs of individual children if required.  Introduce CAPER – child & parent early reading  (a book would be sent home & parent/carer and child would write a review together)  Using Camembear Resources & SAC skills pathways, staff will embed the use of French greetings, colours, numbers etc. into everyday group time.  Maintaining Maidens EYC Facebook page & use of Twitter to share learning, information, events etc. Continue to offer PEEP sessions, schedule regular informal pupil progress meetings, encourage parent volunteers on trips etc, workshops, ‘Biscuit & Blether’, ‘Invite Someone Special’ events.  (When it is safe to do so)  Staff training ‘Play on Pedals’ (SAC).  Purchase or source from SAC further balance bikes & helmets | L Campbell  (Head Teacher)  Whole EY team  Elizabeth Anne Malin Court  Avril Foakes (PT)  Early Years Staff – Louise McPhee  Early Years Staff – Catherine McClelland  EY Teacher  Sula O’Duffy (SALT)  Early Years Staff  EY Teacher  Early Years Staff  Joanne Crane  (Forest School Lead)  All EY Staff  Avril Foakes (PT)  Early Years Staff  Avril Foakes (PT)  Early Years Staff – Louise McPhee  Early Years Teacher  Early Years Staff – Catherine McClelland  Early Years Teacher  Early Years Staff- Joanne Crane  Shevon Moran (PEEP)  Early Years Staff  Sarah Pye (SAC EY Development team) | August 2020**-**  June 2021.  August 2020- June 2021.  August 2020 -  Implementation will be ongoing  August 2020- June 2021  August 2020- June 2021  Sept 2020-  June 2021  Sept 2020-  June 2021  August 2020-  June 2021  August 2020-  June 2021  Oct 2020-  June 2021 | * Improve attainment achieved in Literacy, Numeracy and Health and Well Being Developmental Milestones targets for Pre-School children to ensure achievement figures are above the authority average. * Photographic evidence via floorbooks, document children/residents comments regarding the impact it’s had on them. Pupil/parent/resident impact surveys. * Audio evidence recorded on e-profiles, staff professional judgement, parental & Health Visitor confirmation, evidenced through Talk Boost trackers. * Pictorial evidence through e-profiles, tracking evidence produced by computer software. Achievement of Numeracy & Literacy developmental milestones. * Pictorial and auditory evidence documented in e-profiles, floorbooks and planning. * Bags issued to targeted pupils on a weekly basis for at least 2 terms. * Evaluations & book reviews from parents/carers, achievement of developmental milestones, staff witnessing social/emotional development/maturity. * Oral evidence documented in e-profiles & staff witnessing children using the language accurately. * Children teaching French words & phrases to residents & staff as part of Intergenerational   Learning at Malin Court.   * Children’s learning experiences will be enhanced through sharing learning at home with parents/carers who have increased involvement. * Increase in the number of pupils who can confidently ride a pedal or balance bike independently. |

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| **Fisherton PEF Budget** | | |
| **Strategic Objectives** | **Non-Staff Intervention/resource/ CLPL** | **Cost** |
| * *Educational Services Plan and National Improvement Framework Priorities****;***  1. **Improvement in attainment, particularly in literacy and numeracy** 2. **Closing the attainment gap between the most and least disadvantaged children**  * *National Improvement Framework- Drivers*   **4. Assessment of children's progress**  **5. School Improvement**  **6. Performance Information** | School assistant additional Targeted daily literacy support (8.45am-9am) | £789 |
| * *South Ayrshire Council Plan;*   **2. Reduce poverty and disadvantage**  **3. Enhanced Environment through social cultural and economic activities.6**   * Educational Services Plan and National Improvement Framework Priorities  1. **Improvement in children and young people's health and wellbeing**  * *Children’s Services Plan*   **4. Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.** | Transport Costs to access 5 off campus/Topic related learning days for each class | £2011 |
| * *South Ayrshire Council Plan;*   **2. Reduce poverty and disadvantage**  **3. Enhanced Environment through social cultural and economic activities.6**   * *Educational Services Plan and National Improvement Framework Priorities*   **3. Improvement in children and young people's health and wellbeing**   * *Children’s Services Plan*  1. **Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.** | Transport costs for each class to access a 10 wk block of swimming | £3000 |
| * *South Ayrshire Council Plan;*   **2. Reduce poverty and disadvantage**  **3. Enhanced Environment through social cultural and economic activities.**   * *Educational Services Plan and National Improvement Framework Priorities*   **3. Improvement in children and young people's health and wellbeing**   * *Children’s Services Plan*   **4. Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.** | Whole school and EYC swimming lessons (10 wk block) | £1160 |
| * *South Ayrshire Council Plan;*   **2. Reduce poverty and disadvantage**  **3. Enhanced Environment through social cultural and economic activities.6**   * *Educational Services Plan and National Improvement Framework Priorities*   **3. Improvement in children and young people's health and wellbeing**   * *Children’s Services Plan*   **4. Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.** | After school skiing 6-week block for PEF identified pupils or alternative activity | £360 |
| * *South Ayrshire Council Plan;*   **2. Reduce poverty and disadvantage**  **3. Enhanced Environment through social cultural and economic activities.**   * *Educational Services Plan and National Improvement Framework Priorities*   **3. Improvement in children and young people's health and wellbeing**   * *Children’s Services Plan*   **4. Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.** | Set up and stock library following completion of the extension. (create cosy ready area outdoor is budget allows) | £2078 |
|  |  | **£9398** |