

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

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| **SCHOOL IMPROVEMENT PLAN: 2022-2023** |

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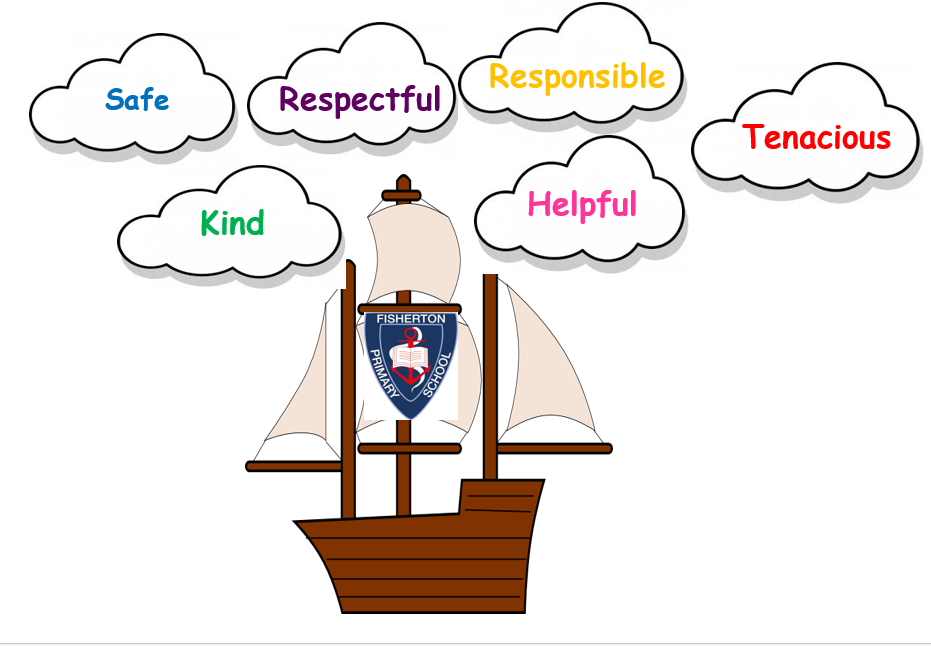
**South Ayrshire Vision**



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 2021-2022 School Improvement Plan (SIP). We have included our evaluation of this performance data review within our Standards and Quality 2022 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 2022-2023 School Improvement Plan were devised with staff in Term 4, 2021-22; will be discussed with the Pupil and Parent Councils in September 2022, before being shared with parents, also in September 2022. 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 improving handwriting and spelling.** | | [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 and handwriting skills from Early Years through to P7. | | |  | | --- | | 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 ensure high quality teaching and learning through a progressive literacy programme (Active Literacy). | | |  | | --- | | 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/) | |  | | --- | | COVID Recovery -  To identify and work with pupils who are below expected levels of achievement. | |
| |  | | --- | | **2.**  **Raising children’s attainment and achievement in Science.** | |  | |  | | --- | | To improve children’s Science skills and understanding from Early Years through to P7. | | |  | | --- | | To ensure all children benefit from high quality learning and teaching in order to raise attainment. | | To ensure high quality teaching and learning through a progressive Science programme and opportunities to use a variety of Science equipment. | |  | | --- | | To regularly provide opportunities for Science learning in the outdoors in order to motivate and engage learners. | |  | |  | | --- | |  |   To work in collaboration with cluster colleagues to enhance teaching and learning in classrooms through more varied approaches. |
| |  | | --- | | **3.**  **Meet children’s needs by further implementing the GIRFEC agenda.** | |  | |  | | --- | | To ensure children are safe, happy and settled at school. |   To continue to focus on closing the attainment gap by identifying and supporting children who are vulnerable learners. | |  | | --- | | Ensure continued development of children’s rights and pupil voice. | | |  | | --- | | To develop the use of the outdoor environment and outdoor learning to enhance the health & wellbeing of all pupils. | | Pupils are motivated and re-engaged in their learning through high quality learning and teaching opportunities within nurturing learning environments indoors & out. |  | To ensure dedicated weekly music lessons with specialist music teachers that align with CfE outcomes. Opportunities for pupils to learn to play selected instruments. |

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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)** | **Evaluation** |
| **School Priority**  To improve children’s literacy skills within the Early Years Centre.  QI 3.2 | 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. | All early Years staff & EY Teacher | August 2022-June 2023 | * Assess in October using Developmental Milestones in order to track pupil progress. * Re-assess developmental milestones in May to show value added from October so that all children achieve 85% of their Literacy milestones. * Highlight children who fall below 90% attendance - bespoke interventions arrangements initiated for poor attenders. * Moderation will show where supports are required in writing and teacher will work with target pupils. * Evidence of pupil engagement with a variety of digital technologies will be evident in profiles and floorbooks. * Children should be able to communicate using Makaton. |  |
| Continue to implement Early Talk Boost screeners and strategies to improve verbal communication skills. | Catherine McClelland |  |  |
| Develop further Home Link story bags and continue with CAPER initiative. | Joanne Crane  Louise McPhee |  |  |
| 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 using the updated developmental milestones and target children who are not on track to meet developmental milestones. |  |  |  |
| To maximise opportunities for children to mark make and implement targeted support if required  o Pencil control – fine motor skills  o Drawing recognisable shapes  o Drawing a recognisable person  o Writing letters  o Writing your name |  |  |  |
| To ensure that children’s voice is evident in profiles and floorbooks 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. |  |  |  |
| Continue to use Makaton within the playroom and embed into daily routines. |  |  |  |
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| 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 | Increase opportunities for children to be involved in reading activities for enjoyment and track reading progress through Accelerated Reader programme. | Class Teachers and School Assistants | August 2022-June 2023 | * 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. |  |
| Continue to motivate and engage all learners in reading through online read-a-thons, reading challenges, World Book Day, Book Week Scotland. |  |  |  |
| Through use of STAR & GL assessment data, provide targeted interventions for children who are assessed as below their reading age compared to chronological age. |  |  |  |
| To increase motivation and engagement in reading through weekly reading for pleasure sessions and pupil consultation with respect to replenishing texts. |  |  |  |
| Audit and review the reading and library books available within the school to ensure we have adequate current and inspiring books available. |  |  |  |
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| To ensure high quality teaching and learning through a progressive literacy programme. | Re-evaluate current teaching approaches, implement a progressive spelling policy and the Active Literacy programme. | Class Teachers, Pupil Support Teacher and School Assistants | August 2022-June 2023 | * Spelling attainment will be determined through the use of GL spelling assessment with children’s reading ages being tracked. * Impact will be measured through the monitoring of attainment data and jotter audits. * Pupil progress will be tracked by our Improvement Co-ordinator who will liaise with class teachers to ensure relevant and effective interventions are being implemented. |  |
| CLPL to develop staff knowledge on the effective use of the Active Literacy programme. | Class Teachers and School Assistants |  |  |
| Provide a variety of opportunities across a range of genres for pupils to transfer learning into writing. |  |  |  |
| Use a targeted approach through the Stareway to spelling, Hornet & Word Wasp programmes for pupils who are well below their expected spelling age. | Pupil Support Teacher and School Assistants |  |  |
| Implement Talk Boost programme for pupils with underdeveloped speech/communication skills. | Class Teachers and School Assistants |  |  |
|  | | | | | |
| 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 | Implement Pie Corbett Talk4 Writing approaches across all classes in order to improve communication, confidence & attainment in writing. | Class Teachers | August 2022-June 2023 | * Oxford Writing Criterion Scale will be used to assess pupil progress. * The Scottish child friendly criterion scale will be used by pupils to self-evaluate and set progress targets. |  |
| Staff will engage in quality CLPL and form part of SA Cohort B in order to work together to build a community of practice. | Class Teachers |  |  |
| Upper school Staff to engage and implement strategies shared via Pie Corbett Live Lessons. | Mr Gregor  Mrs A Gibson |  |  |
| Develop Talk4 Writing multi-composite planners as part of a working party. | Class Teachers |  |  |
| Staff will undertake moderation of writing across all stages in order to ensure understanding of what achievement looks like at each level and to ensure progression. | Class Teachers |  |  |
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| To improve legibility of pupil handwriting and overall presentation of writing. | Create a Handwriting Policy with all staff to ensure shared expectation for the teaching and development of handwriting and presentation. | SLT | August 2022-June 2023 | * Impact will be measured through jotter audits & cross-school moderation. |  |
| Regular handwriting lessons to take place using specific handwriting jotters. | Class Teachers |  |  |
| A4 handwriting jotters to be used for story writing for at least Terms 1 & 2 to encourage transfer of skills. |  |  |  |
| Write Well resources to be used by Class Teachers to ensure progression in handwriting skills. |  |  |  |
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| **Priority 2: ENHANCING PUPIL EXPERIENCES IN SCIENCE**  **To focus on improving confidence and competence of Staff to teach effectively STEM education and provide learners with STEM skills, approaches, knowledge and understanding that they require throughout their lives.**  **HGIOS 4 / HGIOELC Q.Is1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2 / SACP 1,2/ CSP 1,2 / ESP 2, 3, 4 / NIF 1, 2** | | | | |  |
| **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)** | **Evaluation** |
| * Children and young people will experience quality learning and teaching in science due to increased levels of confidence and expertise in staff. * Children and young people’s skills development, knowledge and understanding in science subjects is enhanced due to further development in pedagogy and assessment skills in staff. * Children and young people’s science enquiry and understanding in science subjects is enhanced due to staff confidence in applying TAPS focussed assessment. * Children will experience coherent and progressive learning and teaching in science across and through the Carrick cluster. | Cluster Science Steering group consisting of school mentors for Science will access CLPL directly from SSERC trained Girvan mentors and take the lead within each cluster school. | Class Teachers | August 2022-June 2023 | * Individual school self-evaluation of science based on TAPS Pyramid.   (Showcase Presentation)   * Classroom observations (SMT, mentors, stage partners from across schools) * Staff evaluations following CLPL activities. * Children’s views on science. * Class case studies. |  |
| Mentors to apply for further grants and funding through SSERC and the Edina Trust to source science resources for schools. |  |  |  |
| Staff throughout the cluster will implement more STEM based activities in classrooms and more varied approaches to learning and teaching. |  |  |  |
| Mentors will introduce the TAPS focussed assessment within each school. (https//pstt.org.uk/resources/curriculum-materials/assessment) |  |  |  |
| Primary/Secondary links will be established to create a programme of study to ensure a seamless transition of skills, knowledge and understanding from Early level to third/fourth level within science enquiry. |  |  |  |

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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)** | **Evaluation** |
| **School Priority**  To ensure children are safe, happy and settled at school.  QI 3.1 | Undertake HWB self-evaluation and action plan for Mental Health & Wellbeing Charter | Allison Eaglesham | August 2022-June 2023 | * Children demonstrate that they are confident in accessing relevant information and support. * Children will be happy, safe and included and this will be measured using the well-being webs. * 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. * 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 that pupils are safe, happy and settled at school. |  |
| Work alongside cluster schools on LGBTQ+ curriculum materials. |  |  |  |
| Soft start & daily emotional check ins established and consistent across all stages. |  |  |  |
| Establish a group of pupil volunteers to form a new RRS steering group. | Avril Foakes/Laura Martin | Sept. 2022 |  |
| Establish nurture groups and identify relevant pupils for weekly group input. |  |  |  |
| Ensure all staff take responsibility for a masterclass group and continue to develop committees to build confidence and leadership skills. | Class Teachers & School Assistants |  |  |
| Concerted effort to acknowledge pupil achievement via House Points, HT awards, certificates in order to enhance pupil confidence and self-esteem, reinforce positive behaviour. | All staff |  |  |
| Boxall Profile to be undertaken by pupils attending the Nurture Group. | Allison Eaglesham | Sept. 2022 |  |
| Nurture principles to be embedded throughout the school with Nurture Policy shared with parents/carers & all staff. SAC Outreach Nurture information circulated to staff, parents/carers. In-house refresher training delivered by Nurture Outreach Team & undertaken by all staff. | All staff |  |  |
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| Ensure continued development of children’s rights and pupil voice. | RRS policy shared with new parents/carers & all new staff. | Avril Foakes/Laura Martin | Sept. 2022 | * Working towards RRS Gold Award in collaboration with our sister school Fisherton Primary. * Wee HIGIOS feedback * Regular articles in local magazine. * Minutes of committee meetings. * Pupils motivated to take on leadership roles. |  |
| Create RRS pupil steering group. | Avril Foakes/Laura Martin | Sept. 2022 |  |
| Children’s rights remain a high and visible priority throughout the school and EYC. |  |  |  |
| Wee HIGIOS used with pupils as a tool for self-evaluation and improvement. |  |  |  |
| Masterclasses & committee groups re-established |  |  |  |
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| **PRIORITY 4: Enhancing pupil experiences in outdoor environments and through music**  **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)** | **Evaluation** |
| To continue to improve our use of the school grounds as an inter-disciplinary learning resource in the context of CfE. | Fire and tool working area to be established within the school grounds of MPS. | Mhairi Gibson | August 2022-June 2023 | C Hamilton (external business) to work with M Gibson in August to build and develop tool and fire area in MPS.  All primary pupils will be able to demonstrate how to use tools safely and efficiently.  All primary pupils will be able to demonstrate how to stay safe around fires and how to light fires safely.  Our school grounds being used on a daily and weekly basis to provide a variety of outdoor learning experiences.  Increased enjoyment of learning and teaching in the outdoor environment.  Staff and pupils to evaluate outdoor learning experiences and plan next steps on a termly basis.  Feedback from families and community members. |  |
| All P4-7 pupils engage in a progressive programme of outdoor learning activities on a weekly basis. |  |  |  |
| EYC children & P1-3 pupils working towards achievement of Wild Challenge Award/RSPB award. |  |  |  |
| EY & P1-3 participate in monthly collaborative outdoor learning days as part of N-P1 transition programme. |  |  |  |
| Staff CLPL in order to increase staff knowledge and confidence. | All staff |  |  |
| Children consulted with respect to the development of outdoor areas within the school site. |  |  |  |
| School grounds to be used more frequently for day-to day inter-disciplinary experiences by all classes. |  |  |  |
| Staff training to be given by SAC Quality Improvement Manager and in-school trained staff member. |  |  |  |
| Outdoor Learning to be embedded into short- and long-term class planning. |  |  |  |
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| To develop relevant, challenging outdoor learning experiences within our villages and within the wider Ayrshire community. | Both schools to work in monthly partnership visiting a wide range of outdoor venues within Maidens and Fisherton as well as further afield within South Ayrshire. | Class Teachers | August 2022-June 2023 | Pupils from both schools will develop close relationships with one another by working together throughout the year, thus also helping with school secondary transitions.  Pupils will be able to record and discuss their outdoor experiences and learning at assemblies and events. |  |
|  | | | | | |
| To enhance our school grounds with tree planting and garden development. | All MPS pupils to plant hedges and trees within the school grounds as provided by the ‘Queen’s Green Canopy’. | Mhairi Gibson | August 2022-June 2023 | New saplings to be planted in November as a whole school event and tree planning assembly to be offered to children. Staff and pupils to evaluate the impact of planting at the end of each next term.  End of year community event to thank community members who have worked with school – impact to be measured through discussion.  Bulbs planted throughout the school to be enjoyed by all pupils and stakeholders.  Strong STEM links as this project to be recorded and measured in conjunction with other schools nationally.  A showcase event will be hosted by staff and pupils for parents/carers. Consultation will be included for evaluation purposes. |  |
| To build and establish a poly tunnel at rear of school to be used by the whole community. |  |  |  |
| School to engage with parents and members of the wider community who have skills that can support us in enhancing outdoor learning. |  |  |  |
| Primary 6/7 pupils to participate in the Edina Trust Bulb Project. |  |  |  |
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| To ensure that all pupils within the school receive dedicated weekly music lessons based upon the CfE. | Weekly music lessons for all pupils including nursery to be provided by dedicated music specialist. | Mhairi Gibson/Nicola Coleman | August 2022-June 2023 | P6/7 pupils will be taught the ukulele and be able to play at least 6 different chords on the instrument.  P6/7 will perform on the ukulele at a concert.  The P3-5 class will be taught bucket drumming and be able to perform a bucket drumming routine at a concert.  The Nursery and P1-3 class will participate in a Nativity play and learn skills in a wide range of percussion instruments.  All pupils will develop enhanced listening, performing and composition skills in music.  Working with Mrs M Gibson/Mrs Coleman all pupils will evaluate their learning and achievement in music at the end of the year.  All pupils will be given the right and opportunity to plan their music journey with their music teacher.  Children will be able to talk enthusiastically about their music lessons and discuss the benefits each individual child feels they have gained |  |
| Differentiated instruments will be introduced to classes depending upon age and stage of pupils. |  |  |  |
| Pupils will be introduced to music composition and a wide variety of music genre and history. |  |  |  |
| Pupils will be able to experiment with music technology through the use of I-pads (providing Garage Band can be added as an app). |  |  |  |
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| **PRIORITY 5: 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)** | **Evaluation** |
| **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.  Identification and effective early intervention to support children with delayed language development.  Further development of effective Home Link Resources  Introduce teaching & learning in ML +1 (French) | By ensuring high quality indoor & outdoor learning environments are provided through self-evaluation & subsequent development of the existing environments. | All Early Years staff & Early Years Teacher | August 2022-June 2023 | * Improve attainment (85% or above) achieved in Literacy, Numeracy and Health and Well Being Developmental Milestones targets for Pre-School children to ensure achievement figures reflect the authority average. * Pictorial evidence before/after of improved areas. * Audio evidence recorded on e-profiles, staff professional judgement, parental, Health Visitor & ASD Outreach partnership, evidenced through Talk Boost trackers. * Pictorial evidence through e-profiles, tracking evidence. Higher % achievement of Numeracy & Literacy developmental milestones. * Evaluations & book reviews from parents/carers, staff witnessing social/emotional development/maturity. * Oral evidence documented in e-profiles & staff witnessing children using the language accurately. |  |
| By embedding the strategies and techniques learned through Early Talk Boost training. | Catherine McClelland |  |  |
| Specific bags issued to targeted pupils on a weekly basis to support emotional and/or developmental needs. New story bags to be developed to foster a love of story books. | All Early Years staff |  |  |
| All children will develop an interest and love of books/stories CAPER)   * Pre-school children will develop their literacy & numeracy skills through Home Link bags in terms 3 & 4. * Children who achieve all milestones will receive challenge bags linked to learning in Lit & Num at Early Level. | Louise McPhee |  |  |
| Using Camembear Resources & SAC skills pathways, staff will embed the use of French greetings, colours, numbers etc. into everyday group time. | Catherine McClelland |  |  |
| Re-establish parental engagement | * Maintaining Maidens EYC Facebook page, Seesaw & use of Twitter to share learning, information, events etc. Continue to offer PEEP sessions, workshops, ‘Biscuit & Blether’, ‘Invite Someone Special’ events. | All EY staff |  | * Staff will regularly update all information platforms to ensure continued parent/carer engagement. * Family learning experiences will be enhanced through active engagement. |  |
| Introduce programme to improve/encourage pupil balance, confidence on wheels. | * Staff training ‘Play on Pedals’ (SAC). * Purchase or source from SAC further balance bikes & helmets | Louise McPhee  Joanne Crane  Christine Stewart |  | * Increase in the number of pupils who can confidently ride a pedal or balance bike independently. |  |
| Policy Update | * Review/update existing & create new policies as required by SAC/Care Inspectorate. | Catherine McClelland  SLT |  | * Ensure policies reflect national priorities, LA procedures/regulations. |  |
| Improving N-P1 Transition programme | Work in collaboration with infant teacher to develop a more creative transition programme. | Catherine McClelland  SLT |  | * Improve transition experiences for nursery pupils by working closely with infant teachers throughout the session. |  |

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| **Maintenance Agenda** |
| **We will maintain progress in the following areas:** |

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| Maintenance Agenda | Outdoor Learning | Rights Respecting Schools | Dyslexia Friendly School | Eco School | HWB  (Health & Well Being) | Professional Update PDR/PRD | Self-Evaluation |
| HGIOELC  HGIOS 4 | QI 1.5 | QI 1.3 | QI 1.3 | QI 1.3 | QI 3.1 | QI 1.2, 1.5 | QI 1.1 |
| Person Responsible | All Teaching Staff  Mhairi Gibson | Avril Foakes  Laura Martin | Amanda Holland/Jillian Powell  Anna McQueen? | Paul Gregor  Helen Hamilton | Avril Foakes  Allison Eaglesham | SMT | SMT |

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| **Fisherton PEF Budget** | | |
| **Strategic Objectives** | **Staff/ 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**   **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.** | School assistant additional Targeted daily literacy support (8.45am-9am)  Weekly After school club. | £1,542 |
| * *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.** | 2 blocks of Teaching Live 10 week sessions of interactive creative writing lessons  Purchase of Literacy Box 1 | £1000  £225 |
| * *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.** | Teacher 1 day per week with role of Improvement Co-ordinator | £11,437 |
| * *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.** | Supply teacher for 3 days over the year to allow staff to attend training to enhance learning and teaching | £572 |
|  |  | **£14776** |

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| **Maidens PEF Budget** | | |
| **Strategic Objectives** | **Non-Staff Intervention/resource/ CLPL** | **Cost** |
| * *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.** | Teacher 1 day per week with role of Improvement Co-ordinator | £11,437 |
| * *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.** | Supply teacher for 4 days over the year to allow staff to attend training to enhance learning and teaching | £858 |
|  |  | £12,295 |