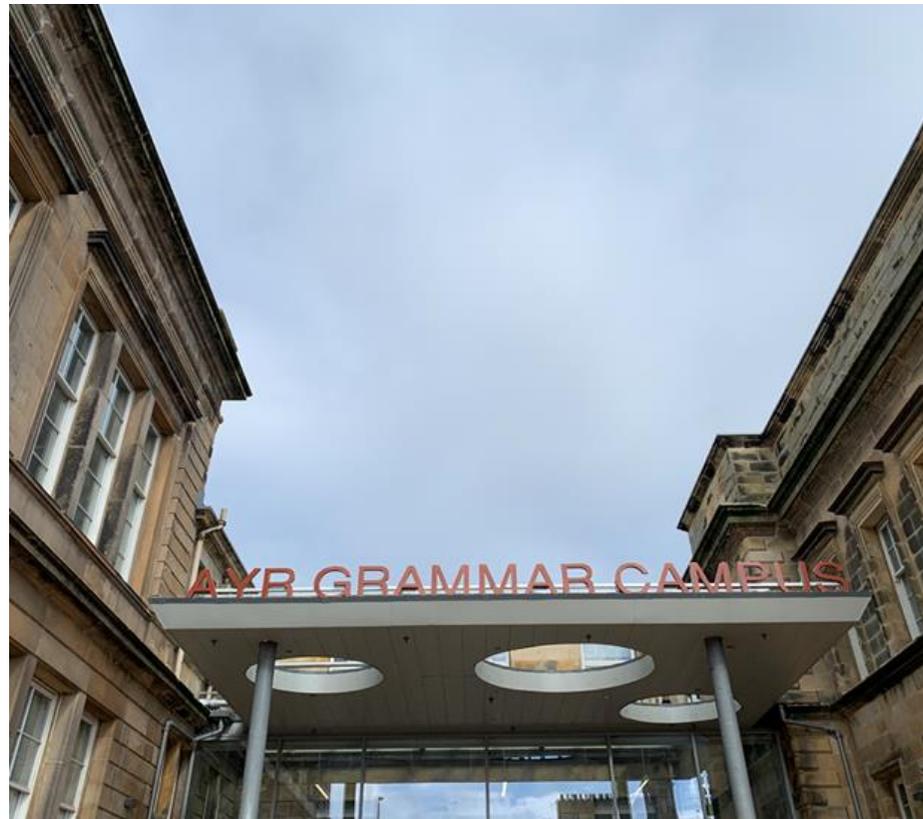




**Ayr Grammar Primary School and  
Early Years Centre  
Improvement Plan  
2023-2024**



**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 educational services.

## **Ayr Grammar Primary and Early Years Centre**

### **Our Vision**

**“We Play, Learn and Grow Together”**

### **Our Values**

**Confidence, Compassion, Honesty, Inclusion, Respect, Responsibility**

### **Our Aims**

Our School Aims are founded on the shared values and vision of the school and its wider community. Aims consider the needs of all learners and reflect the improvement objectives of South Ayrshire Council. They were produced through working collaboratively with staff and pupils.

**We aim to ensure that each child achieves their full potential by:**

- Providing a stimulating and supportive learning environment
- Ensuring a wide range of teaching approaches, which include Active Learning, Collaborative and Cooperative Learning
- Establishing ongoing continuous assessment based on Formative Assessment strategies
- Promoting peer and self-evaluation

**We aim to provide a curriculum which meets the needs of all our pupils by:**

- Ensuring that our school policies are based on the principles identified in CfE
- Ensuring breadth, depth, personalisation and choice
- Ensuring that the learning and teaching is of the highest quality

**We aim to improve learning and teaching experiences by:**

- Setting differentiated learning experiences with realistic but challenging targets
- Encouraging pupils to be involved in planning their own learning
- Encouraging teacher/pupil interaction
- Monitoring and evaluating quality of teaching

**We aim to raise the standard of attainment and achievement by:**

- Giving all staff the opportunity to attend appropriate Staff Development
- Monitoring attainment and progress
- Ensuring that a quality education, which allows for continual improvement is in place

**We aim to promote our pupils' personal development and encourage active citizenship by:**

- Recognising the potential contribution that all can make to the success of the school
- Ensuring that relationships based on mutual respect and understanding create a climate where pupils, staff and parents feel valued and proud of their school
- Promoting inclusion, equality and fairness

**We aim to encourage partnership with our parents and with the wider community by:**

- Improving the fabric and access to the building
- Encouraging participation and partnership from everyone connected with the school
- Striving to achieve an attractive stimulating and safe school environment that is conducive to learning and teaching in the 21st century
- Working enthusiastically with the Parent Council and other stakeholders

**We aim to support our pupils by:**

- Ensuring that all learners have access to an appropriate curriculum, which takes account of their individual circumstances, aptitudes and abilities
- Promoting an inclusive and welcoming ethos which ensures equality and fairness at all times

**South Ayrshire  
Council Plan**

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

**Children's  
Services Plan**

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

**Education  
Services  
Priorities**

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

**National  
Improvement  
Framework  
Priorities**

Placing the human rights of every child and young person at the centre of education  
Improvement in children and young people's health and wellbeing  
Closing the attainment gap between the most and least disadvantaged children  
Improvement in employability skills and sustained positive school leaver destinations for all young people  
Improvement in attainment, particularly in literacy and numeracy

**How we have identified our priorities**

During the course of the session 2022.23 we have been visited by the Care Inspectorate in our Early Years Centre, and have had a Peer Evaluation visit in the Primary School and Early Years Centre. Our Quality Improvement Manager took part in brief classroom observation visits alongside the Acting Head Teacher. Strengths and key priorities were identified during these visits.

In the most part they confirmed the areas identified by staff during collaborative working, discussion, analysis of our attainment data and knowledge of our school context, particularly our rising numbers of children within the PEF cohort and/or living outside our catchment. Many of these priorities are in line with South Ayrshire Council's Service Plan for 23-26.

### **How we will take forward the Improvement Plan**

We will create a clear quality assurance and staff professional development calendar. This will ensure that all staff have clarity of roles and responsibilities, professional development activities, time scales and targets. Impact will be measured and the Senior Leadership Team will have a clearer picture of progress towards targets and areas where support is required. Staff will engage in regular self-evaluation activities and opportunities to measure progress towards the plan.

Staff will be supported and given opportunities to take leadership roles in line with their PRD, or particular areas within the School Improvement Plan. They will have regular opportunities to share good practice, skills and knowledge. We will work collaboratively and have opportunities to engage in practitioner enquiry, professional reading and access training/ literature from experts when available.

We will take opportunities for early years and primary staff to come together to discuss common aims, share good practice and develop cohesion. We will extend our professional learning through opportunities to engage with colleagues in our cluster and beyond. We will start a professional learning library.

We will work alongside our pupils, Parent Council and families to share our aims, extend family learning opportunities and seek, and respond to, their views.

Staff have been very ambitious in identifying areas for development and improvement. They are keen to implement change and return to a more collaborative, enquiry-based approach. We must, however, ensure that change is manageable and achievable for all, to ensure that all staff, pupils and parents feel a sense of achievement and are moving together with confidence and a clear understanding of targets and desired impact.

We will continue to invest most of our PEF allocation in employing School Assistants. They will work with identified children from our PEF cohort to raise attainment in Literacy and Numeracy through targeted interventions identified in staged intervention plans and supporting class teachers with Talk for Writing, South Ayrshire Reads and Number Talks strategies.

We will use a significant part of our budget to ensure that staff and pupils have access to high quality resources and materials to raise attainment in writing and reading. We will also invest in classroom resources to allow Primary 3 and 4 teachers to promote play based and independent learning. We will continue to work with the Parent Council to spend part of their funds on playtime resources. We will ensure that staff and parents are aware of the spending priorities.

As outlined in our PEF plan we will continue to strive towards improvements in attendance, particularly for those pupils whose attendance is consistently low, giving them greater opportunities for achievement and attainment.

## Priority 1 : Quality Learning and Teaching

**Stretch Aim: Increased levels of attainment and achievement in Literacy and Numeracy, closing the attainment gap while aiming for excellence for all**

### National Improvement Framework Priorities:

- Placing the human rights and needs of every child and young person at the centre of education
- **Closing the attainment gap between the most and least disadvantaged children.**
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people
- **Improvement in attainment, particularly in Literacy and Numeracy**

### HGIOS4:

1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 3.2

### HGIOELC:

1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 3.2

### TARGETS:

Raise attainment in expected CfE levels in all areas of Literacy for P1, 4 and 7 (combined) from 66% (2022.23) to 75%

Raise attainment in expected CfE levels in Reading for P1, 4 and 7 (combined) from 76% (2022.23) to 80%

Raise attainment in expected CfE levels in Writing for P1, 4 and 7 (combined) from 69% (2022.23) to 75%

Raise attainment in expected Literacy CfE levels for our PEF cohort to 70%

Raise attainment in expected CfE levels in Numeracy for P1, 4 and 7 (combined) from 80% (2022.23) to 82%

Raise attainment in expected Numeracy CfE levels for our PEF cohort to 78%

Desired Outcomes	How Will We Achieve This?	Lead Personnel	Timescale	How will we measure impact?
Children will experience consistently high-quality learning and teaching throughout the EYC and school.	<p>Staff will identify, share, agree and implement effective, quality learning and teaching strategies.</p> <p>This will include Play Pedagogy, Differentiation, Making Thinking Visible, Cooperative Learning, Formative Assessment strategies and the Learning Environment.</p>	Head Teacher Learning Leads	<p>End of May 2024</p> <p>Regular review and self-evaluation will ensure consistency and quality of practice.</p>	<p>Regular review of attainment information compared to baseline assessments</p> <p>Self-evaluation using 'toolkit'</p> <p>Classroom visits and feedback</p> <p>Pupil views</p>

	<p>Take part in South Ayrshire Council Adaptive Learning and Teaching Pilot (added September 23)</p> <p>Awareness raising in South Ayrshire Council Communication Friendly Environment Initiative ( added September 23)</p> <p>Create a 'self-evaluation toolkit' of agreed strategies.</p> <p>Monitoring by the Senior Leadership Team which gives feedback on classroom practice</p> <p>Opportunities to observe good practice</p>			
<p>The Talk for Writing approach will be an integral part of the curriculum throughout the Early Years Centre and Primary School, leading to raised attainment in Writing.</p>	<p>All staff will continue to receive training in Talk for Writing both in- house and as part of SAC Project Group D.</p> <p>Staff and pupils will have access to high quality Talk for Writing materials through the purchase,</p>	<p>Principal Teacher Head Teacher</p>	<p>End of May 2024</p> <p>Regular review and self-evaluation will ensure consistency and quality of practice</p>	<p>Monitoring and moderation of pupil writing for consistency of approach, progression and attainment.</p> <p>Regular review of attainment information compared to baseline assessments</p>

	<p>sharing and organisation of resources.</p> <p>Staff will share good practice, through discussion and classroom visits</p> <p>Family Learning sessions will raise awareness and understanding of the approach</p>			<p>Staff evaluation evidence</p> <p>Classroom visits and feedback</p> <p>Pupil Views</p> <p>Parent views</p> <p>Evaluation of resources</p>
<p>Raised attainment in Reading.</p> <p>Our children will be confident and skilled readers with a lifelong love of reading and the confidence to access all aspects of education, culture and society</p>	<p>Through participation in the <b>South Ayrshire Reads</b> Programme all staff will take part in professional development and training activities.</p> <p>Following training, best practice delivered in the first year of the programme will be identified, shared and implemented throughout the EYC and school.</p> <p>Staff will review current pupil reading materials in school and investment in high quality books will commence.</p> <p>Staff will receive training in the best use of Giglets, agree and implement best use for this resource.</p>	<p>Principal Teacher Head Teacher</p>	<p>End of May 2024</p> <p>Regular review and self-evaluation will ensure consistency and quality of practice.</p>	<p>Monitoring and moderation of pupil writing for consistency of approach, progression and attainment.</p> <p>Regular review of attainment information compared to baseline assessments</p> <p>Classroom visits and feedback</p> <p>Staff evaluation evidence</p> <p>Pupil Views</p> <p>Parent views</p> <p>Evaluation of resources</p> <p>Monitoring of use of Giglets</p>

	<p>Family Learning sessions will raise awareness and understanding of the approach.</p> <p>Staff will continue to use and identify strategies to promote a reading culture.</p>			
<p>Attainment in Numeracy will continue to improve across the EYC and school in line with national benchmarks</p>	<p>Ensure that Number Talks strategies, and Ayr Grammar Maths Planners continue to be consistently and well used.</p> <p>Arrange training opportunities/ sharing of good practice for staff lacking in confidence or requiring a refresher in Number Talks strategies</p> <p>Further involve the Parent Council and Parent Forum with numeracy developments – support with resources, workshops and events</p>	<p>Principal Teacher Head Teacher</p>	<p>End of March 2024</p> <p>Regular review and self-evaluation will ensure consistency and quality of practice</p>	<p>Regular review of attainment information compared to baseline assessments</p> <p>Monitoring of progression through Ayr Grammar Maths Planners</p> <p>Classroom visits</p> <p>Staff evaluation evidence</p> <p>Pupil Views</p> <p>Parent views</p>

## Priority 2: Effective Use of Assessment

### Stretch Aim: Raised staff confidence in professional judgement of attainment and Curriculum for Excellence levels in Literacy and Numeracy

<p><b>National Improvement Objectives:</b></p> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education</li> <li>• Improvement in children and young people’s health and wellbeing</li> <li>• <b>Closing the attainment gap between the most and least disadvantaged children and young people</b></li> <li>• Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>• <b>Improvement in attainment, particularly in Literacy and Numeracy.</b></li> </ul>		<p>HGIOS4:1.1, 1.2,1.3, 2.3, 3.2</p> <p>HGIOELC: 1.1, 1.2, 1.3, 2.3, 3.2</p>		
Desired Outcomes	How Will We Achieve This?	Lead Personnel	Timescale	How will we measure impact?
<p>Staff will be confident, using all data and evidence available to them in making professional judgement of children’s CfE levels in Literacy.</p> <p>Raised attainment in Literacy and Numeracy through effective assessment and identification of areas for development.</p>	<p>Continue systems set up in 2022.23 by our Attainment Coordinator to create and record attainment and achievement data.</p> <p>School and Early Years staff will take part in moderation activities in Literacy, using the wealth of data and pupil work available, to improve clarity, and make collaborative professional judgements against the CfE Benchmarks.</p>	<p>Principal Teacher Head Teacher</p>	<p>End of May 2024</p> <p>Regular review and self-evaluation will ensure consistency and quality of practice</p>	<p>Monitoring and quality assurance evidence and feedback</p> <p>Samples of writing across school</p> <p>Regular review of attainment information compared to baseline assessments</p> <p>Assessment framework</p> <p>Staff evaluation evidence</p>

	<p>Introduce a clear assessment framework linked to Talk for Writing, to include standardised assessments and school-based formative and summative assessment</p> <p>A quality assurance calendar will clearly identify timescales for recording ACEL Data with confidence in its accuracy and in line with SAC requirements.</p> <p>Staff will have opportunities to work collaboratively to use 2022.23 standardised assessment data to identify trends, and areas for development, in Literacy and Numeracy for individual classes and across the school.</p> <p>Strategic monitoring of planning and progress by the Senior Leadership Team</p> <p>EYC staff will make use of SAC trackers to evidence progression and support the planning progress.</p>			
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## Priority 3: HWB

**Stretch Aim: To increase levels of attainment and achievement in HWB. Closing the attainment gap while aiming for excellence for all**

<b>National Improvement Objectives:</b> <ul style="list-style-type: none"> <li>• <b>Placing the human rights and needs of every child and young person at the centre of education</b></li> <li>• <b>Improvement in children and young people’s health and wellbeing</b></li> <li>• <b>Closing the attainment gap between the most and least disadvantaged children and young people</b></li> <li>• Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>• Improvement in attainment, particularly in literacy and numeracy</li> </ul>		<b>HGIOS4:</b> 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.7, 3.1, 3.2  <b>HGIOELC:</b> 1.2, 1.3,1.5, 2.1, 2.2, 2.3, 2.4, 2.7, 3.1, 3.2		
Desired Outcomes	How Will We Achieve This?	Lead Personnel	Timescale	How will we measure impact?
Children and staff will increase their awareness of Children’s Rights and the United Nations Convention on the Rights of the Child	Awareness and understanding of Children’s Rights within the UNCRC will be increased through display, whole school activities and events, such as assemblies, fundraising and learning about world events.  Early Years staff will continue to include Children’s Rights in their planning cycle.  All classes will have, and use, a class charter which	Head Teacher Learning Leads	End of June 2024	Class Charters evident – pupil voice Pupil Surveys/feedback and actions taken Rights on display across the school Grammar Parliament Action Plan/minutes

	<p>references Children's Rights and school values.</p> <p>The Grammar Parliament will continue to provide pupils with a voice, and seek their views on aspects of school life.</p> <p>Exploration of Rights Respecting Schools accreditation.</p>			
<p>All children will experience planned outdoor learning</p>	<p>Quality outdoor learning experiences will be planned and regularly experienced for all pupils.</p> <p>School staff will build on training in 2022.23 to trial the use of loose parts play outdoors</p> <p>Staff will use the South Ayrshire planners to plan and deliver quality outdoor learning experiences</p> <p>Outdoor learning will be tracked and monitored to ensure that it is continuing to be developed and experienced across the school.</p>	<p>Head Teacher Learning Leads</p>	<p>End of May 2024</p>	<p>Planning information Outdoor learning environment Pupil voice</p> <p>Self-evaluation evidence</p>

	<p>Staff will share good practice to increase confidence</p> <p>EYC staff will continue to work on enhancing the outdoor learning environment, including sensory opportunities.</p> <p>Explore use of grants, donations and fundraising opportunities to develop outdoor learning resources and provision.</p>			
<p>Primary pupils will have improved play opportunities at break times.</p> <p>Enjoyment of playtime will increase.</p> <p>Positive relationships and resilience will increase.</p>	<p>Follow on from last year's consultation with pupils, parents and school assistants to purchase outdoor play resources and develop stimulating areas, which encourage collaboration, creativity and wellbeing.</p> <p>Work with the Pupil Parliament to create a playtime charter to promote school values, resilience, respect for one another and for the outdoor environment.</p> <p>Explore use of grants, donations and fundraising</p>	<p>Head Teacher</p>	<p>End of October 2023</p>	<p>Pupil views</p> <p>Staff views</p> <p>Monitoring of play activities and behaviour in the playground</p>

	opportunities to increase playtime provision.			
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