



**Ayr Grammar Primary School and
Early Years Centre
Improvement Plan
2024-2026**



Compassion

Respect

Responsibility

Inclusion

Confidence

Vision

We Play, Learn and Grow Together

Values

Confidence, Compassion, Honesty, Inclusion, Respect, Responsibility

Aims

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

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- 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

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South Ayrshire Council Plan

- Spaces and Places
- Live, Work, Learn
- Civic and Community Pride

Children's Services Plan

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

Education Services Priorities

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

National Improvement Framework Priorities

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

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Priority 1: Improvement in attainment for all learners, through high quality learning, teaching and assessment.

What Outcomes Do We Want To Achieve?	How Will We Achieve This?	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People?
Pupils are motivated and engaged in their learning through high quality learning and teaching opportunities.	Work with all staff to identify what high quality learning looks like, sounds like and feels like.	P Murphy	August 2024- June 2025	Undertake baseline assessments September 2024, re-assess April 2025.
	Extend, across first level, the current approaches to playbased learning.	C McNeill	August 2024- June 2026	TOTAL number of children in P1, P4, P7 to attain age appropriate CfE levels: 76% in reading; 70% in writing; 87% in listening and talking and 81% in numeracy.
Increased attainment in literacy and numeracy for all children and therefore close the attainment gap.	Further increase levels of engagement in learning through the use of the outdoors and loose parts.	B Bernklow S Littlejohn	August 2024- June 2026	30% children who are not achieving receive targeted support.
	Identify good practice for teachers, EYPs and SAs to observe across the Cluster and Authority.	P Murphy E Clark H McElnea	August 2024- June 2025	P1, P4, P7 standardised assessments provided by local authority and interrogation of data informs allocation of targeted support within the school.
	Adaptive Teaching Input 3: Supporting Highly Able Learners.	L McJannet C Duncan	August 2024- October 2024	Reading, writing and maths assessments moderated within stages and across a level.
	<ul style="list-style-type: none"> - share and celebrate good practice - whole school self-evaluation - introduced to strategies that can be used to challenge highly able learners. 			Reading, writing and maths is tracked and discussed through learning conversations and progress meetings.
Increased family engagement opportunities to support literacy and numeracy development.	Adaptive Teaching Input 4: Digital Tools to meet the needs of learners.	L McJannet C Duncan	October 2024- December 2024	Classroom observations – including pupil views.

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<p>To improve children's literacy and numeracy skills in the Early Years Centre.</p>	<ul style="list-style-type: none"> - identify an area of development and embed use of Digital Tools to meet needs of learners. 			<p>Staged intervention paperwork – action plans are clear and evaluated.</p>
<p>Q.I.3.2</p>	<p>Achieve 'Core' in the Scottish Book Trust Reading Schools programme.</p>	<p>C McNeill</p>	<p>August 2024- June 2026</p>	<p>PL/PRD/PDR records.</p>
<p>To give confidence to teachers in understanding the importance of reflecting on and improving pedagogy.</p>	<p>Work with cluster EY staff to support and extend learning in literacy and numeracy, extending understanding of early level skills development.</p>	<p>L Hood E Clark V Harrold</p>	<p>August 2024- June 2026</p>	<p>Pupil questionnaires. Focus group feedback.</p>
<p>Q.I. 1.2</p>	<p>Develop a communication friendly environment in the EYC.</p>	<p>C McNeill A Coleman</p>	<p>August 2024- June 2025</p>	<p>Attendance monitoring.</p>
<p>Q.I. 2.3</p>	<p>Continued focus on our practice and pedagogy in relation to Talk for Writing across the school and EYC.</p>	<p>C McNeill</p>	<p>August 2024- June 2025</p>	<p>Work scrutiny – pupil work, Learning Journals.</p>
<p>Review aspects of the school and EYC curriculum, to best meet the needs of all our learners.</p>	<p>Review curriculum rationale, ensuring it is relevant and takes account of our unique context.</p>	<p>DHT</p>	<p>January 2025- December 2025</p>	<p>90% of children in our Early Years Centre achieve 8 or more of their developmental milestones.</p>
<p>Q.I. 2.2</p>	<p>Introduce Gaelic into the P5 curriculum with a view to developing further into second level.</p>	<p>A Jackson</p>	<p>October 2024- June 2025</p>	<p>Targeted support in the Early Years Centre from PT has a positive impact.</p>
<p>Develop a range of valid, reliable and relevant assessment tools and approaches to support improvement of children</p>	<p>At first and second level, engage children in further opportunities to learn in relevant and meaningful contexts.</p>	<p>DHT</p>	<p>August 2024- June 2026</p>	<p>95% attendance rate in our Primary School.</p>

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<p>and young people's learning.</p> <p>Q.I.3.2</p>	Develop the use of pupil curricular ambassadors to drive forward curricular improvements.	DHT	August 2024- June 2026	90% attendance rate in our Early Years Centre.
	Deepen learning and pedagogical understanding through leadership opportunities; participation in accredited achievement awards; professional learning opportunities; research and professional enquiry.	As per remits	August 2024- June 2026	Parents are more confident and informed of what their child is learning. Tests of change analysis.
	Review with all staff, the school's assessment and moderation strategy to ensure consistency and impact.	H McElnea	October 2024- June 2025	Updated policies available.
	Work with staff to ensure the outcomes and impact of all initiatives are measurable and can be evidenced.	H McElnea	August 2024- June 2026	Scrutiny of transition toolkits.
	Build on current moderation opportunities and extend to other curricular areas, building staff confidence in use of 4 stages of progress.	P Murphy	August 2024- June 2026	

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Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment [Education Improvement Plan 2023-2026](#)

SAR Strategic Plan Priority: To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire [SAR Strategy 2023-2026](#)

**ALL SOUTH AYRSHIRE SCHOOLS
2024-2025**

SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
<p>To develop confident and skilled readers in South Ayrshire with a lifelong love of reading and the confidence to access all aspects of education, culture and society</p> <p>To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry</p>	By June 2024 ALL Phase 2 schools will have an identified Reading Leader with responsibility for facilitating and leading reading development within their setting.	<p>The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders within Phase 2 Schools</p>	All reading leaders can attend 3 half day sessions (<i>September 2024, November 2024, January 2025</i>) focusing on driving change to raise attainment in reading.	LW	June 2024
	By June 2024 ALL Phase 2 schools will have a collaborative partnership to ensure collective efficacy and an established approach to looking outwards.		<ul style="list-style-type: none"> Bespoke partnership CLPL responsively planned and reviewed in line with contextual needs. Meeting and session dates agreed. Bespoke roadmaps created. 	LW	
	By June 2024 ALL P4 and P7 practitioners in Phase 2 schools will have had the opportunity to evaluate pupil readiness for learning and reading for pleasure.		Phase 1 schools will complete simple MS Form asking for number of children at key transition points who are able to access curriculum at next stage in learning and those who regularly read for pleasure.	SL	
	By September 2024 ALL Phase 2 practitioners will have had the opportunity to take part in a SAR collaborative launch.		<ul style="list-style-type: none"> August Inservice Day SAR Launch Access to SAR Professional Learning MS Team Link to SAR update video to be shared with school community 	SL	September 2024
	By April 2025 ALL Phase 2 education staff will have had the opportunity to re-engage with Universal CLPL sessions.		Catch-up CLPL in Phonological Awareness; Phonics and Fluency – multiple dates available.	LW/HM	April 2025
	By June 2025 ALL Phase 2 education staff will have had the opportunity to engage in bespoke high-quality CLPL.		All CLPL based on Science of Reading with particular focus on <i>embedding</i> phonological awareness, phonics, fluency and vocabulary.	HM	June 2025
	By June 2025 ALL Phase 2 education staff will have had the opportunity to develop their practice in collaboration with the SAR team.		Collaboration activities include workshops; modelled lessons; professional discussions; coaching sessions	JW	
	By June 2025 ALL Phase 2 establishments will have had the opportunity to engage with assessment implementation and data analysis from their setting.		Access to CLPL sessions focussed on interpretation, analysis and evaluation of their pupils' phonics and/or fluency attainment to measure impact and inform next steps.	LW	
	By June 2025 ALL Phase 2 school will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities		<ul style="list-style-type: none"> Reading Schools Accreditation Communication Friendly Environments Developing writing through SAR 	SL LC SL	
	By June 2025 ALL parents will have had opportunity to engage with workshops and learning sessions based on supporting their child's reading development.		<ul style="list-style-type: none"> Reading Leader will attend SAR led session prior to delivery of Parent Engagement Workshop Notification of and access to authority SAR family engagement session / resources 	LW	

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Priority 2: Improvement in children's and young people's health and wellbeing

What Outcomes Do We Want To Achieve?	How Will We Achieve This?	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People?
<p>Children are safe, happy and settled at school.</p> <p>Q.I 3.1</p> <p>Q.I 2.1</p>	<p>Deliver targeted support and interventions for mental and emotional wellbeing e.g. Seasons for Growth.</p>	<p>As per remits</p>	<p>August 2024-June 2026</p>	<p>Wellbeing webs.</p> <p>Primary Tracker/wider achievement tracking.</p>
<p>Identified children who are experiencing low mood and/or anxiety are fully supported.</p> <p>Q.I 3.1</p> <p>Q.I 2.1</p>	<p>Use of online health and wellbeing platform, Treehouse, to support confidence, mindset and resilience.</p>	<p>D Campbell</p>	<p>August 2024-June 2025</p>	<p>South Ayrshire's Mental Health and Wellbeing Assessments.</p>
<p>Increased resilience in our children and young people.</p> <p>Q.I 3.1</p> <p>Q.I 2.1</p>	<p>Extend family learning opportunities and parental events within the school and EYC.</p>	<p>P Murphy E Nyokabi</p>	<p>August 2024-June 2026</p>	<p>Parental views.</p> <p>Pupil views.</p> <p>Staff meetings: check-ins.</p>
<p>Through increased staff confidence and capacity,</p> <p>Q.I 3.1</p>	<p>Attendance at sporting competitions and events, with the support of Active Schools Staff.</p>	<p>A Hunter</p>	<p>August 2024-June 2026</p>	<p>SLT observations.</p> <p>Attendance doesn't fall below 95%.</p>

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<p>children's mental wellbeing is supported.</p> <p>Q.I 1.2</p> <p>Q.I 2.7</p> <p>Increased opportunities and participation in physical activity and sport for all pupils within local and national guidelines.</p> <p>Q.I 3.1</p>	<p>Further develop the outdoor areas in partnership with the local community and parents.</p>	<p>DHT</p>	<p>August 2024-June 2026</p>	<p>Number of unauthorised late-comings reduced by 50%.</p>
	<p>Wider achievement closely monitored to ensure no child is missing out.</p>	<p>H McElnea D McFarlane</p>	<p>August 2024-June 2025</p>	<p>Through staff discussions at planned meetings or PRD/PDR sessions.</p> <p>Every child participating in a wider achievement opportunity.</p> <p>Playground observations.</p> <p>Parent and pupil feedback.</p> <p>Achievement of awards.</p> <p>Children growing and eating own fruit and vegetables.</p>

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Priority 3: Improvement in employability skills and sustained positive school leaver destinations for all young people – Sustainability and Creativity

What Outcomes Do We Want To Achieve?	How Will We Achieve This?	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People?
<p>Develop a whole school and community approach to Learning for Sustainability: global citizenship, sustainable development education, outdoor learning.</p> <p>Q.I 2.2</p> <p>Q.I 1.3</p> <p>Children’s rights are recognised and their views and opinions are listened to and acted upon.</p> <p>Q.I 1.2</p> <p>Develop the skills and confidence of staff in the appropriate and effective use of digital technology to support learning and teaching.</p> <p>Q.I 2.3</p>	Further develop opportunities to be creative e.g. sewing.	B Bernklow J Smith	August 2024- June 2026	Calendar of events planned.
	Further develop business and community links within the local area.	D Campbell	August 2024- June 2026	PL/PRD/PDR records.
	Achievement of Rights Respecting Schools’ Silver Accreditation.	M Robertson R Oliver	August 2024- June 2025	Pupil feedback.
	Ensure children are aware of their role and purpose in taking forward improvements and help them to recognise the important skills they are developing through these activities e.g. House Captain, JRSO.	E Mair D Thomson	August 2024- June 2026	Parental feedback. Wee HGIOS feedback.
	Continue to provide high quality staff professional learning opportunities to increase confidence and skills to support effective digital teaching across all levels e.g. coding, A.I.	D Campbell	August 2024- June 2026	Regular appearance in local press, social media, newsletters.
	Build on work already undertaken and achieve the Digital Schools’ Award.	D Campbell N Fallan	August 2024- June 2026	Pupils happy to take on leadership roles. E-profiles in use throughout the EYCs.
	Develop the Creativity Framework to include meta-skills.	P Murphy	August 2024- June 2026	The use of digital supports is greatly increased within the classrooms and EYC.

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<p>Implement the creative process to support children to develop inquisitiveness, open-mindedness, imagination and problem-solving skills.</p> <p>Q.I 3.3</p>	<p>Extend use of inter-house projects, linking with the local community.</p>	<p>DHT</p>	<p>August 2024- June 2026</p>	<p>Staff confidence increased.</p> <p>Monitor impact of staff development.</p> <p>Twitter and the website updated and more detailed.</p> <p>Achievement of awards.</p> <p>Children make real life links with their learning.</p> <p>Observations by SLT.</p> <p>All pupils involved in performing either in an assembly, a performance or in the choir.</p>
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