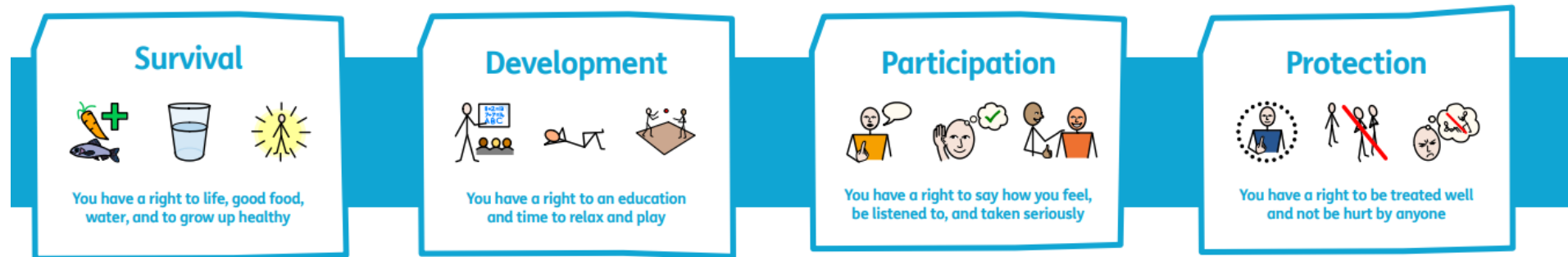




# Heathfield Primary & Early Years Centre Improvement Plan 2023 - 2024



## VISION

At Heathfield Primary School and EYC we all work together to provide an engaging and dynamic experience for all children to support them to positively contribute to society and become lifelong learners. We pride ourselves in valuing the relationships we nurture with children, families, partners and the wider community.

## VALUES

- ✚ Ambitious
- ✚ Supportive
- ✚ Inclusive

## AIMS

We aim to:

- ✚ Promote high expectations;
- ✚ Respect and value the rights of all;
- ✚ Encourage pupils to reflect on their choices and their impact;
- ✚ Model, expect and reward positive behaviour;
- ✚ Promote positive relationships;
- ✚ Provide a consistent and fair approach;
- ✚ Meet all learners' needs;
- ✚ Champion the social, emotional and mental wellbeing for all.



### 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

## National Improvement Framework- Drivers

- School and ELC Leadership
- Teacher and practitioner professionalism
- Parent/ carer involvement and engagement
- Curriculum and assessment
- School and ELC Improvement
- Performance Information

## South Ayrshire Council Plan

- Fair and Effective Leadership
- Closing the Gap
- Grow well, Live well, Age well
- South Ayrshire Works
- Stand Up for South Ayrshire
- A Better Place to Live

## 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

## Educational Services Plan and 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

## Priority 1 - Literacy and English

| What Outcomes Do We Want To Achieve?  | How Will We Achieve This? (Intervention Strategies)   | NIF Drivers  | HGIOS 4  | Lead                           | When                               | How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)  |
|---|---|--|--|--------------------------------|------------------------------------|---|
| <p><b>A: Pupils will develop as confident and skilled readers with a lifelong love of reading and the confidence to access all aspects of education, culture and society.</b></p> | <ul style="list-style-type: none"> <li>Ensure reading approaches are explicit, systematic and targeted with a focus on fluency and phonics. (approaches based on valid and reliable assessment and data analysis).</li> <li>Pupils select books for enjoyment in addition to decodable reader. Book box in each class.</li> <li>Introduce a '5 a day' approach to increase opportunities for reading each day to build a rich reading culture.</li> <li>Embed Oral Reading Fluency probes leading to appropriate support and intervention.</li> <li>Reading interventions linked to science of reading to ensure needs are being met.</li> <li>Decodable readers to be used from P1 to P3.</li> <li>Teaching focus on poetry – National Poetry Day (October) and World Poetry Day (March).</li> <li>Moderation of reading approaches through peer visits with a focus on phonics (P1-3) and fluency (P4-7).</li> <li>Build consistent approaches to celebrate effort in reading through AR certificates and moderation of word count and books read.</li> </ul> | <p>Teacher professionalism, School Improvement</p> | <p>1.1<br/>1.2<br/>2.2<br/>2.3<br/>3.1<br/>3.2</p> | <p>LH<br/>LC<br/>LB</p>        | <p>See staff meeting timetable</p> | <ul style="list-style-type: none"> <li>Targeted increase of 5% in children achieving expected reading CfE levels.</li> <li>Engagement in Accelerated Reader Programme will increase (rise in Word Count).</li> <li>Increase in ORF with targeted pupils close to 110 WCPM.</li> <li>ACEL Data for P1, P4, P7 will increase to 80% attaining</li> <li>At least 80% of children at each stage (P4, P7) will achieve the expected level on GL English.</li> <li>All pupils will recognise all phonemes by the end of Primary 3 (unless they have an additional support need).</li> <li>Increase phonological knowledge by 5% in Primary 1 and 2 due to a rigorous approach.</li> </ul> |
| <p><b>B: Pupils will increase their attainment in reading through enhanced learning opportunities.</b></p>  | <ul style="list-style-type: none"> <li>To support and develop staff skill to implement best practice through a culture of shared knowledge, collaboration and enquiry.</li> <li>Provide staff training on the development of phonics and fluency instruction and practice.</li> <li>Build and sustain a reading culture to gain the Scottish Book Trust's Reading Schools Accreditation: CORE level.</li> <li>To engage staff in professional reading on the Science and Art of Teaching of Reading</li> <li>To track and analyse word counts and Oral Reading Fluency through AR and Dibbells</li> <li>To audit practice for Dyslexia to achieve the DIPA award.</li> </ul>  | <p>Assessment of Children's Progress, School</p>   | <p>1.1<br/>1.3<br/>3.2</p>                         | <p>LH<br/>LC<br/>CR<br/>NS</p> | <p>June 2024</p>                   | <ul style="list-style-type: none"> <li>Pupil enjoyment of reading will increase (Pupil voice/survey).</li> <li>STINT targets will be linked directly to SOR.</li> <li>Accreditation for Scottish Book Trust Reading Schools Award</li> <li>Accreditation for DIP award.</li> <li></li> </ul>  |

**Priority 2 – Deep Learning through a relevant and inclusive curriculum**

| What Outcomes Do We Want To Achieve?   | How Will We Achieve This? (Intervention Strategies)   | NIF Drivers   | HGIOS 4    | Lead                                     | When      | How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)   |
|--|---|---|------------|--|-----------|--|
| <b>A: Pupils will engage with a relevant and inclusive curriculum and develop skills for the future.</b> | <b>Rationale and Design</b> <ul style="list-style-type: none"> <li>Adapt our school values to reflect our school ethos and in line with National Policy.</li> <li>Review and embed the curriculum rationale to reflect our school ethos.</li> <li>To continue with the development of our RRS approach to aim for our GOLD award.</li> </ul>  | Curriculum and assessment, Teacher and practitioner professionalism | 1.3<br>2.3 | LB<br>CS<br>LHa<br>AW                    | June 2024 | <ul style="list-style-type: none"> <li>Pupils, parents and carers will be able to articulate the curriculum rationale and observe it in pupils experiences.</li> <li>Informal discussions with staff around our rationale to monitor engagement.</li> </ul>                      |
|  | <b>Development of the Curriculum</b> <ul style="list-style-type: none"> <li>Continue to develop our medium-term planning to ensure creative and innovative approaches provide positive outcomes for all learners.</li> </ul>  | Curriculum and assessment, Teacher and practitioner professionalism | 2.3        | All<br>CT                                |           | <ul style="list-style-type: none"> <li>Tracking attainment using CfE data; SNSA and GL at P1,4 and 7.</li> <li>Higher levels of engagement in pupils across the school.</li> <li>Small case study (P6) to monitor opinion/impact of changes made.</li> </ul>                     |
|  | <b>Learning Pathways</b> <ul style="list-style-type: none"> <li>Explore current learning pathways and to measure and record the impact of these for individuals and groups through the use of Learning Journals.</li> </ul>   | Curriculum and assessment, Teacher and practitioner professionalism | 2.3<br>3.1 | AW<br>CD                                 |           | <ul style="list-style-type: none"> <li>Tracking attainment using CfE data; SNSA and GL at P1,4 and 7.</li> <li>Wellbeing webs to track the % of pupils who feel successful.</li> <li>Discussions with parents and children based on the evidence on Learning Journals</li> </ul> |
|  | <b>Skills for learning, life and work</b> <ul style="list-style-type: none"> <li>Create partnerships with local businesses and clubs to provide skills for learning, life and work.</li> <li>Create <i>Curriculum Design Collaboratives</i> to embed Outdoor Learning, STEM, Digital Technology, Maths Through Stories/Metaskills and Learning for Sustainability across all levels.</li> </ul> | Curriculum and assessment, Teacher and practitioner professionalism | 1.4<br>2.7 | CD<br>LB<br>AW<br>JW<br>LHa<br>NS<br>LHo |           | <ul style="list-style-type: none"> <li>Increase the pupils who attend clubs by clubs tracking.</li> <li>Small case study (P6) to monitor opinion/impact of changes made.</li> </ul>  |

|            |   | Leadership and Management |     |     |      |     | Learning Provision |     |     |     |     |     |     | Successes and Achievement |     |     |
|------------|---|---------------------------|-----|-----|------|-----|--------------------|-----|-----|-----|-----|-----|-----|---------------------------|-----|-----|
|            |   | 1.1                       | 1.2 | 1.3 | 1.4. | 1.5 | 2.1                | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 | 3.1                       | 3.2 | 3.3 |
| Priority 1 | A |                           |     |     |      |     |                    |     |     |     |     |     |     |                           |     |     |
|            | B |                           |     |     |      |     |                    |     |     |     |     |     |     |                           |     |     |
| Priority 2 | A |                           |     |     |      |     |                    |     |     |     |     |     |     |                           |     |     |