



# Heathfield Primary & Early Years Centre Improvement Plan 2024 - 2025

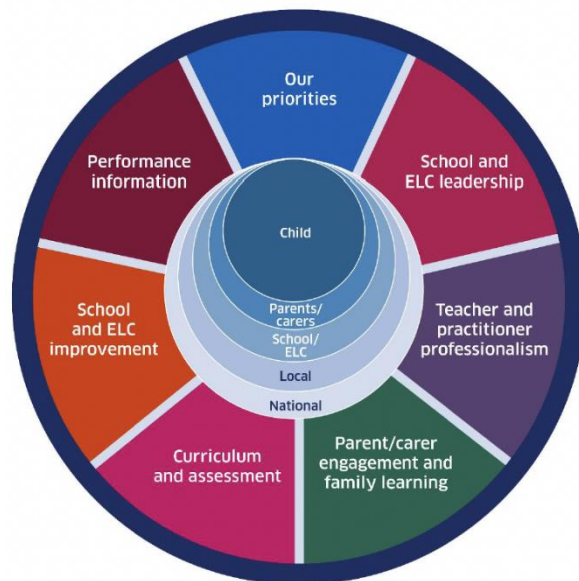


Fig. 2: Inwards, outwards, forwards



## **Our Values**

Ambitious

Supportive

Inclusive

## **Our Vision**

At Heathfield Primary School and EYC we collaborate to provide an engaging experience to support children 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.

## **Our 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;
- Support 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

- **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

**Priority 1 – Literacy and English**

<p align="center"><b>National Improvement Framework Priorities</b></p> <ul style="list-style-type: none"> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in achievement, particularly in literacy and numeracy. School and EYC leadership</li> </ul>	<p align="center"><b>Links to UNCRC/Wellbeing Indicators</b></p> <p><b>Article 12</b> - You have the right to an opinion and for it to be listened to and taken seriously.</p> <p><b>Article 28</b> - You have the right to education.</p> <p><b>Article 29</b> - You have the right to education which develops your personality, respect for other’s rights and the environment.</p>
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<p align="center"><b>What Outcomes Do We Want to Achieve?</b></p>	<p align="center"><b>How Will We Achieve This? (Intervention Strategies)</b></p>	<p align="center"><b>How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)</b></p>
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<p>Most pupils to achieve expected levels in reading through rigorous and consistent practice.</p>	<p><b><i>Developing a Reading Culture</i></b></p> <ul style="list-style-type: none"> <li>• Agree practice for reading motivation and rewards to ensure consistency (including use of school, local library and local expertise). Consult with staff group, pupil group and parent group. Create policy and share with school community.</li> </ul> <p><b><i>Developing fluency, comprehension, and phonics</i></b></p> <ul style="list-style-type: none"> <li>• Develop planning to ensure there are regular opportunities for poetry to enhance fluency and celebrate success.</li> <li>• Embed phonics and fluency learning, teaching and assessment procedures, including phonics progression and assessment strategies from Primary 1 to Primary 7.</li> <li>• Explore strategies to develop comprehension strategies in P1 – 3 whilst using decodable readers (moderation with SAR partner school).</li> <li>• Develop phonemic awareness in EYC.</li> </ul> <p><b><i>Developing assessment and target setting</i></b></p> <ul style="list-style-type: none"> <li>• Develop a consistent approach for guided reading to identify key learning, track progress and identify targets.</li> <li>• To develop consistency in observations and tracking across the EYC and develop a system for ensuring a coherent approach.</li> <li>• Explore systems for individual Pupil profiles in the Extended learning Facility.</li> </ul> <p><b><i>Reading Schools Award</i></b></p> <ul style="list-style-type: none"> <li>• To build on success from previous Core Award for Reading Schools and build evidence towards Silver Framework for Reading schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate policies and procedures in place and accessible to all staff to ensure consistency for pupils (evaluated through Pupils Focus Groups)</li> <li>• Above 80% of taught phonemes will be recognised by all pupils in P1 – 3 (unless there is an identified need).</li> <li>• ACEL data average target goal 85% and average AR P3 – 7 averages to 105.</li> </ul>
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**Priority 2 – Assessment and Target Setting**

<p><b>National Improvement Framework Priorities</b></p> <ul style="list-style-type: none"> <li>• Closing the attainment gap between the most and least disadvantaged children and young people Improvement in achievement, particularly in literacy and numeracy.</li> </ul>	<p><b>Links to UNCRC/Wellbeing Indicators</b></p> <p><b>Article 12</b> - You have the right to an opinion and for it to be listened to and taken seriously.  <b>Article 28</b> - You have the right to education.  <b>Article 29</b> - You have the right to education which develops your personality, respect for other’s rights and the environment.</p>
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What Outcomes Do We Want to Achieve?	How Will We Achieve This? (Intervention Strategies)	How Will We Measure Impact on Children and Young People? (Include Where Possible Current Measure and Target)
All pupils will have attainment rigorously assessed and tracked in the core area to maximise success and achievements	<p><b><i>Moderation, tracking and assessment</i></b></p> <ul style="list-style-type: none"> <li>• Ensure all moderation, tracking and assessment procedures clearly identify pupils who are tracked through the Pupil Equity Fund (EYC – P7).</li> <li>• Implement consistent moderation, tracking and assessment approach – proformas, data periods, folders and clear purpose.</li> <li>• Explore tracking procedures in EYC – paper/online profiling.</li> <li>• Embed whole school tracking system and BGE authority tool (LT only) so all staff can access and use data.</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of pupils achieving Core and above in Listening and Talking, Reading and Mathematics.</li> <li>• Pupils attending intervention groups including pupils tracked through PEF demonstrating 5% and above improvement in attainment.</li> </ul>
All pupils will develop skills as independent learners, able to articulate their learning journey and next steps.	<p><b><i>Target setting and High-Quality Feedback</i></b></p> <ul style="list-style-type: none"> <li>• To provide training and dialogue on co-created success criteria and leading learning.</li> <li>• Monitor ability of pupils to articulate targets and are involved in target setting cycle and identify next steps to increase confidence and ability.</li> <li>• Define what quality feedback looks like and agree consistent approach High Quality feedback.</li> <li>• Ensure that peer and self-assessment is an integral part of the assessment and target setting process and is outlined in policy.</li> <li>• Further enhance transition procedures between stages, from EYC to P1 and from P7 – S1.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom visits and pupils focus groups to explore pupil ability to articulate their learning and targets.</li> <li>• All pupils will have increased skills in co-constructing Success criteria, evaluating progress and confidence in discussing learning (using questions from HGIOUR Part 2)</li> </ul>

**Priority 3 – High Quality Learning and Teaching**

<p><b>National Improvement Framework Priorities</b></p> <ul style="list-style-type: none"> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> </ul> <p>Improvement in achievement, particularly in literacy and numeracy.</p>	<p><b>Links to UNCRC/Wellbeing Indicators</b></p> <p><b>Article 12</b> - You have the right to an opinion and for it to be listened to and taken seriously.</p> <p><b>Article 28</b> - You have the right to education.</p> <p><b>Article 29</b> - You have the right to education which develops your personality, respect for other's rights and the environment.</p>	
<p><b>What Outcomes Do We Want to Achieve?</b></p>	<p><b>How Will We Achieve This? (Intervention Strategies)</b></p>	<p><b>How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)</b></p>

<p>All pupils are engaged in high-quality, motivating and meaningful learning experiences</p>	<p><b>Medium Term Planning</b></p> <ul style="list-style-type: none"> <li>Review, evaluate and refine medium-term planners to provide cohesive and skills-based curriculum. Planners to identify curricular links, opportunities for pupil voice and planned assessment opportunities.</li> <li>Explore how planning for pupils from the Extended Learning Facility can align with mainstream planning to ensure best practice across the school.</li> </ul> <p><b>Pupil Voice</b></p> <ul style="list-style-type: none"> <li>Define consistent procedures to plan quality opportunities for pupil voice and personalisation and choice prior to organisers and contexts taught and impact evaluated.</li> </ul> <p><b>Learning environments</b></p> <ul style="list-style-type: none"> <li>Extend purposeful and engaging opportunities for primary (including ELF) and EYC to visit community and learn in the outdoors.</li> </ul> <p><b>Parents</b></p> <ul style="list-style-type: none"> <li>Provide quality shared learning experiences for parents, both in person, through shared learning and using online platforms where possible. (EYC and ELF – Learning Journals, Primary 1 – trialling Instagram Page, Primary P2 – P7 Facebook page). Increase Sharing the Learning Opportunities throughout the whole school and EYC.</li> <li>Consult parents, carers, and families on their views regarding Family learning.</li> <li>Create a Family learning Calendar for the year.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence in jotters demonstrate consistent expectations through moderation activities.</li> <li>During quality assurance procedures measure impact of appropriate challenge, opportunities for real life contexts, creativity and use of digital technology.</li> <li>Increase in pupils, staff and parent surveys by 5% from previous year.</li> </ul>
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**Priority 4 – Rights Based and Inclusive Education, including The Promise**



<p><b>National Improvement Framework Priorities</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> </ul> <p>Improvement in children and young people’s health and wellbeing</p>	<p><b>Links to UNCRC/Wellbeing Indicators</b></p> <p><b>Article 2</b> - You have the right to protection against discrimination.</p> <p><b>Article 4</b> - You have the right to have your rights made a reality by government.</p> <p><b>Article 15</b> - You have the right to be with friends and join or set up clubs, unless this breaks the rights of other</p> <p><b>Article 23</b> - If you are disabled, either mentally or physically, you have the right to special care and education.</p>	
<p><b>What Outcomes Do We Want to Achieve?</b></p>	<p><b>How Will We Achieve This? (Intervention Strategies)</b></p>	<p><b>How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)</b></p>
<p>Improve the educational experiences and outcomes for all care experienced children through awareness of Inclusive education (including The Promise)</p>	<p><b><i>The Promise</i></b></p> <ul style="list-style-type: none"> <li>Evaluate current practice using the Rights Reviews and Promises self-evaluation toolkit, including support for Young Carers.</li> <li>To raise awareness and understanding of The Promise – the commitments made around education to support inclusion and improve outcomes.</li> <li>To highlight the particular needs of our care experienced learners including some of the challenges they face which impacts on their access and engagement in learning.</li> <li>To highlight our responsibilities under The Promise – what we need to do as “good parents” to ensure the best for our care experienced learners.</li> <li>To support our workforce to consider how they can contribute to positive changes both individually and collectively.</li> </ul> <p><b><i>Health and Wellbeing</i></b></p> <ul style="list-style-type: none"> <li>Implement the Local Authority Wellbeing Resource “Treehouse” from Tree of Knowledge.</li> </ul> <p><b><i>Meeting Learners Needs</i></b></p> <ul style="list-style-type: none"> <li>Attend Local Authority Twilights on Neurodiversity and de-escalation and implement practice according to need.</li> </ul>	<ul style="list-style-type: none"> <li>Increased overall attendance to 95% and attendance of our most vulnerable pupils by above 90%</li> <li>Decrease in low level incidents on tracking sheets by 3%</li> <li>All staff to achieve the Promise Education Award</li> </ul> <p>Additional tools for measures:</p> <ul style="list-style-type: none"> <li>Wellbeing Webs</li> <li>Glasgow Motivation Wellbeing Profile</li> <li>(see also PEF action plan and evaluation)</li> <li>Wellbeing assessments from Treehouse</li> </ul>

Appendix 1 – Included in Priority 1

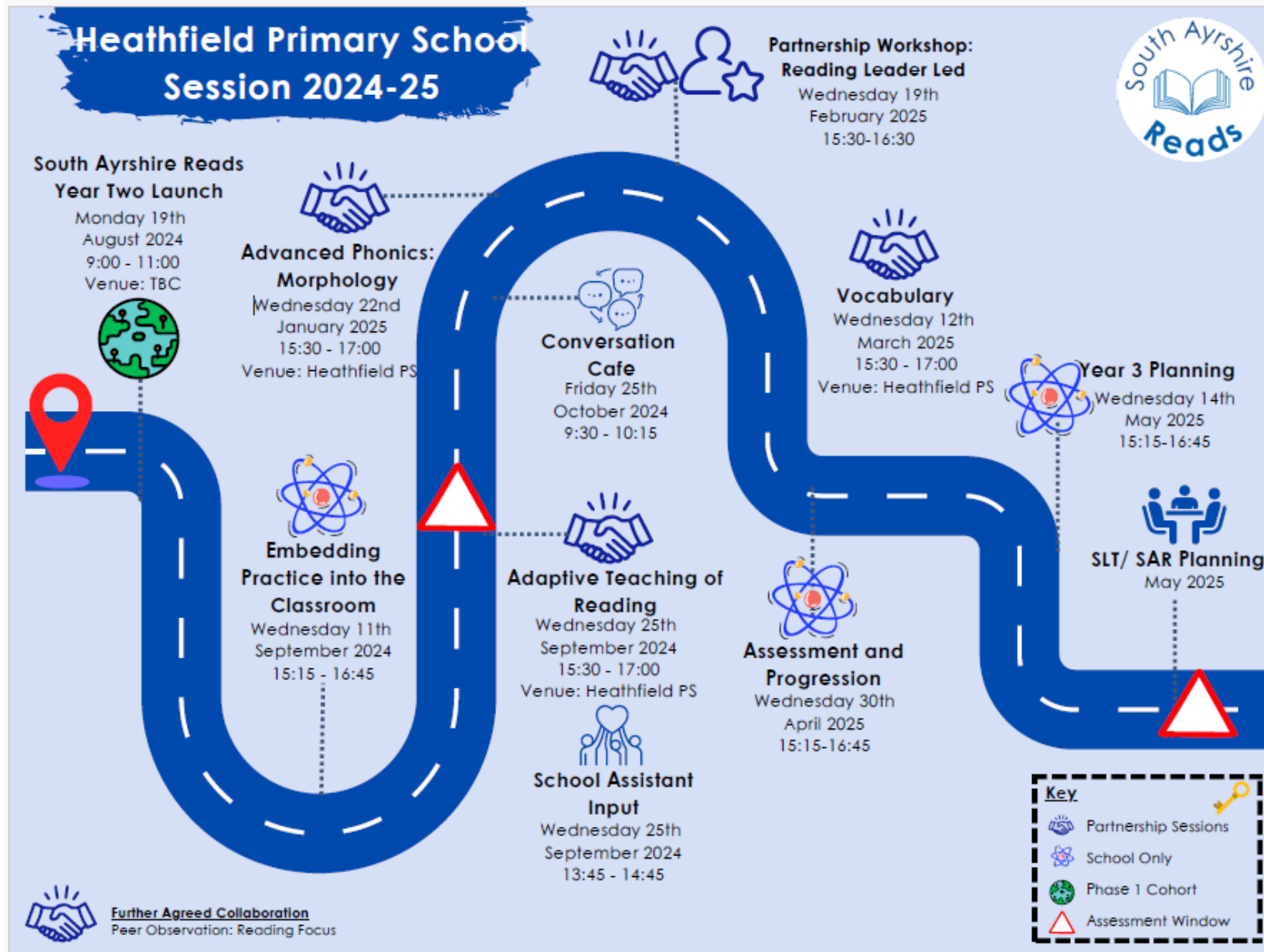
**Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment** [Education Improvement Plan 2023-2026](#)

**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](#)

**PHASE 1 SOUTH AYRSHIRE SCHOOLS 2024-2025**

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

Appendix 2 – Included in Priority 1



Appendix 2  
Appendix 3 – Leadership, resource needs and Pupil Voice

	<b>Lead staff and team</b>	<b>When – Staff meetings/Inservice Days</b>	<b>Any resources required/costs</b>	<b>Opportunity for Pupil Voice</b>
Priority 1	Kathryn Hamilton Lindsay Connell Charlene Sewell Laura Boyd	Teacher Staff Meetings x3 1 hour throughout year Leadership Meetings x 4 SAR Teacher staff meetings x4 throughout year (see SAR route map) Leadership Meetings x3	Purchase of new books to supplement reading scheme AR Training	Literacy Pupils Group to agree procedures for rewards
Priority 2	Natalie Spence Kathryn Hamilton	Leadership Mtgs x4 (including data mtgs and T&M mtgs) Teacher Staff Meetings x2 August Inservice day then through quality assurance calendar	Purchase of folders for assessment information.	Pupil Focus Group feedback. Pupil Council.
Priority 3	Laura Boyd Gaenor Hardy	Inservice Days Leadership Team Meetings x3 Staff Meetings x3	Cost of travel and booking experiences	Pupil focus group discussion on the curriculum and their likes and interests.
Priority 4	Caryn Davidson Linda Cameron	Teacher Staff Meetings x5 Tree of Knowledge staff Training (August/September)	LA implementing Treehouse.	RRS group to lead a project towards GOLD Award