Heathfield Primary
Improvement Plan 2025 - 2026

Our Vision & Aims

Our Vision is to:

- Build a friendly and caring school where everyone feels welcome.

- Use a dynamic and adaptable curriculum, that makes learning accessible for all

- We want every child to succeed and thrive in our diverse world.

'We feel happy, it is fun and we are safe.'

Pupil Council

Our Values

Ambitious

Supportive

Inclusive

- We aim high and work hard to be the best we can be.
- We help each other learn and grow every day.
- We celebrate everyone's differences and learn from each other.

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 – Learning Teaching and Assessment Laura Boyd, Kathryn Hamilton and Caryn Davidson		
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)**
Learners will: • participate in well-planned activities that support understanding and skill development. • experience learning relevant to real-life contexts. • understand what they are learning, how they are progressing, and what they need to do to improve.	**Learning and Engagement** • Refine the balance between adult-led and child-initiated learning in Primary 1 and 2. • Expand the elective programme school-wide to increase pupil engagement and choice. **Quality of Teaching** • Develop a progressive Digital Technology pathway from EYC to Primary 7. • Embed Outdoor Learning skills into planning and assessment processes. • Establish clear non-negotiables for key aspects of learning and teaching. Formative assessments, peer and self-assessments, educational visits, morning routine. **Effective Use of Assessment** • Integrate high-quality formative assessment into planning practices. • Ensure consistent use of self and peer assessment across all stages. • Standardise approaches to written and verbal feedback to ensure quality and consistency. **Planning, Tracking and Monitoring** • Track skill progression across all curriculum areas. • Prioritise key Connected Steps areas to support core skill development. • Implement a consistent, whole-school tracking approach.	• At least 85% of pupils will achieve "Core" or above levels in Listening and Talking, Reading, Writing, and Mathematics. • Pupils participating in intervention groups, including those identified through PEF tracking, will demonstrate a minimum 5% improvement in attainment. • Pupils will consistently articulate their learning goals and progress during focus groups and class observations, demonstrating increased metacognitive awareness and engagement. • All pupils will show improved ability to co-construct success criteria, evaluate their own progress, and discuss their learning confidently, as evidenced through learning conversations and evaluation tools aligned with HGIOS?4 (Part 2). • Pupil participation in elective programmes will increase, reflecting a broader range of interests and enhanced learner agency, with feedback indicating greater motivation and ownership of learning. • Writing tasks will show increased challenge, with a measurable increase in pupil performance and quality of written work, as assessed using moderation and benchmarks.

South Ayrshire Service Plan Priority 2: Outstanding Learning, Teaching and Assessment Alison Scott with Natalie McKay and Linda Cameron						
Priority: To improve our approaches to differentiation/adaptive teaching in our classrooms ensuring we meet the needs of ALL our learners.						
ALL SOUTH AYRSHIRE SCHOOLS 2025-2026						
Aims	Actions	Intended Impact	Resources	Measures	Completion Date	
To increase all teaching staff's understanding of the benefits of adapting planning, teaching and assessment to meet the needs of their learners. *To enhance all teaching staff's confidence of how to adapt planning, teaching and assessment to meet the needs of their learners.* *To evidence an increase in the use of adaptive teaching strategies to meet learner's needs through observations of teaching practice.* *To indicate some improvement in the learning experience using feedback from a group of learners.*	Initial meeting with SAL Team to plan 4 Inputs and 2 Sharing Sessions. Key Lead(s) to be identified and meet SAL Team to establish role and responsibilities.	Plan effectively to meet learners' needs: Identify the potential barriers to learning and plan differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner.	Adaptive Teaching Programme: Commitments.	Staff survey (pre and post). Learner Survey (pre and post). Learner Focus Groups (pre and post). Classroom observation notes, feedback (peers, SLT, SAL). Staff professional development and review process. Staff planning and evaluation documents. Analytics from shared online space (comments, resources,	**June 2025**	
	All baseline surveys will be carried out: learners and staff online surveys and Learner Focus Groups by Key Lead(s) and SAL Team. SAL Team will collate all baseline data, produce a report, and share with Headteacher.		Microsoft Form: staff survey and learner surveys. WEE HGIOS Learner Focus Group questions.		**September 2025**	
	All teachers read, discuss, and reflect on article(s): Adaptability: An important capacity for effective teachers – Collie and Martin (2016), TES Explains & Alex Quigley before Input 1.		Articles – • Adaptability: Collie and Martin (2016). • TES Explains • Alex Quigley. Self-Reflection for teachers. Discussion points for professional dialogue.		**August/September 2025**	
	All teachers: - attend Adaptive Teaching Input 1: The Adaptive Learning Environment. - Share and celebrate good practice - Whole school self-evaluation: What are we doing well? - Introduced to Thinglink of resources to support self-evaluation and professional learning.		Adaptive Teaching Thinglink.		**September 2025**	
	Test of Change All teachers: - complete Self-evaluation Checklist with another colleague. - explore the Thinglink/use WEE HGIOS to consult their learners. - identify an adaptation using self-evaluation checklist and learner consultation. - complete the Adaptive Learning Environment Planning Template. - put adaptations in place. Key Lead to complete the Planned Adaptation Tracker and share with SAL Team. SAL Team visit.		The Adaptive Teacher Self-Evaluation of Classroom – Checklist. The Circle Framework and the Inclusive Classroom. The Adaptive Teacher – Planned Adaptation Tracker		**November 2025**	
	Sharing Session 1 Key Leads/HT identify members of staff to present good practice. All teachers: - attend Sharing Session. - complete Self-Evaluation: Stop/Start/Continue Reflection Sheet		Stop, Start, Continue – Self-evaluation sheet.		**November 2025**	

	All teachers: - complete Scaffolding Self-evaluation sheet. - attend Adaptive Teaching Input 2: Scaffolding (visual, verbal, written and concrete). - Share and celebrate good practice: Whole school self-evaluation: What are we doing well? - To develop an area of scaffolding.		The Adaptive Teacher Self-evaluation Sheet: Scaffolding The Adaptive Teacher Thinglink.	access to the tool kit and materials). Tracking data on learner progress. Assessment data – summative and formative including teacher professional judgement.	**November 2025**
	Test of Change All teachers - complete the Adaptive Learning Scaffolding Planning Template. - develop an area of scaffolding in their class to support/challenge their learners. Key Lead to complete the Planned Adaptation Tracker: Scaffolding and share with SAL Team. SAL Team visit.		Scaffolding Posters. The Adaptive Teacher Thinglink. Adaptive Learning Planning Template – Scaffolding. Planned Adaptation Tracker: Scaffolding.		**February 2026**
	All teachers: - attend Adaptive Teaching Input 3: Supporting Highly Able Learners. - Share and celebrate good practice - Whole school self-evaluation: What are we doing well? - Identify an area of development.		The Adaptive Teacher Thinglink. Highly Able Learners Top Tip Poster.		**February 2026**
	All teachers: - attend Adaptive Teaching Input 4: Digital OR Bespoke - Share and celebrate good practice - Whole school self-evaluation: What are we doing well? - Identify an area of development.		The Adaptive Teacher Thinglink.		**March 2026**
	Test of Change All teachers - complete the Adaptive Teacher Planning Template: Highly Able Learners/Digital - focus on challenging highly able learners/embed the use of digital tools to meet the needs of learners. Key Lead to complete the Planned Adaptation Tracker: Highly Able Learners/Digital and share with SAL Team. SAL Team visit.		The Adaptive Teacher Thinglink. Planned Adaptation Tracker: Highly Able Learners/Digital. Adaptive Teacher Planning Template: Highly Able Learners		**May 2026**
	Sharing Session 2 Key Leads/HT identify members of staff to present good practice. All teachers: - attend Sharing Session. - complete Self-Evaluation: Stop/Start/Continue Reflection Sheet.		Stop, Start, Continue – Self-evaluation sheet.		**May 2026**
	Complete all post surveys: learners and staff online surveys a Key Lead and SAL Team to complete Learner Focus Groups. SAL Team to collate all endline data, produce a report and share with Headteacher. HT/SAL Team use report to inform SQR/SIP for 2026-27.		Microsoft Form – staff and learner surveys. WEE HGIOS Learner Focus Group questions.		**June 2026**

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 Charlene Sewell and Sarah Howie

PHASE 1 SOUTH AYRSHIRE SCHOOLS 2025-2026

SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
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 To *support and develop all education staff in South Ayrshire* to implement best practice through a culture of shared knowledge, collaboration and enquiry To *promote the implementation of an excellent reading*	By **June 2025**, ALL schools will have reviewed the role of their reading leader and, in collaboration with the South Ayrshire Reads team, planned how this role will be used to support reading development over the coming year.	The aims of South Ayrshire Reads continue to be **embedded** across Phase 1 School Communities focussing on building **capacity** and **sustainability**. The **values, vision and aims** of South Ayrshire Reads is consistent and clear to all stakeholders	o Role of reading leader reviewed at planning meeting. o Reading Leader meeting dates shared and agreed. o Reading leader workshop dates agreed.	**SAR PT's**	**June 2025**
	By **June 2026**, ALL Phase 2 schools will have participated in at least two reading leader-led workshops within their own setting, supporting the ongoing development of reading practice.		All Reading Leaders may attend four half-day sessions (September 2025, November 2025, January 2026, and April 2026) focused on building capacity and providing the knowledge and skills needed to lead impactful reading workshops within their own schools—both with staff and with parents—as part of a wider drive to raise attainment in reading.	**LW**	**June 2026**
	By **June 2026,** ALL Phase 1 schools will have had the opportunity to engage in collaborative activities—through partnership CLPL, Phase 1 cohort participation, or peer school visits—to build collective efficacy and promote an outward-looking approach to improvement.		o Bespoke partnership CLPL responsively planned and reviewed in line with contextual needs. o Meeting & discussion with SLT around peer school visits o Peer visit pre-workshops/discussion/observation guides	**SAR PT's**	**June 2026**
	By **August 2025**, Phase 1 schools will identify new or returning staff in need of catch-up sessions and will work with the SAR Team to develop a clear plan, ensuring all staff are equipped with the knowledge and skills to support reading development effectively.		o Phase 1 schools will complete a simple MS Form, identifying new/returning members of staff and their stages o Catch-up sessions agreed & planned by SAR Team o Phase 1 schools to identify existing members of staff to support this through coaching/modelling	**SAR PT's**	**August 2025**

curriculum **which prioritises best practice, challenge and adapted teaching for children with additional support needs** **To** *gather, use and analyse data effectively to drive change and improvement* **in children's reading skills, reading confidence and reading attainment**	By **June 2026** ALL Phase 1 education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest.		Additional sessions—such as Critical Literacy, Disciplinary Literacy, Play-based Literacy, and Debating—will be planned, created, and delivered by the SAR Team to build on and enhance existing knowledge and practice.	**SAR Team**	**June 2026**
	By **June 2026** ALL Phase 1 education staff will have had the opportunity to engage in bespoke high-quality CLPL.		All CLPL will be grounded in the Science of Reading, with a particular focus on language comprehension and its connection to other areas of literacy development, while continuing to embed previous work on phonics and fluency.	**SAR PT's**	**June 2026**
	By **June 2026**, ALL Phase 1 education staff will have had the opportunity to further develop their practice in collaboration with the SAR Team.		Collaborative activities include workshops, professional discussions, coaching sessions, and model video analysis.	**SAR PT's**	**June 2026**
	By **June 2026** ALL Phase 1 schools will have had the opportunity to engage with assessment implementation and data analysis to drive teaching and learning.		o Access to CLPL sessions focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps. o Opportunity to attend workshops and drop-in sessions focused on data literacy.	**HMcB**	**June 2026**
	By **June 2026** ALL Phase 1 schools will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities.		o Reading Schools Accreditation o Communication Friendly Environments Developing Writing through SAR	**JM** **HMcB** **SL**	**June 2026**
	By **June 2026** ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.		o Reading Leader will attend SAR led session prior to delivery of Parent Engagement Workshop Notification o Support for RL from SAR team for workshop and parent events o Access to authority SAR family engagement session / resources	**Reading Leaders & SAR PT's** **SL**	**June 2026**

Priority 4 – To improve pedagogy in mathematics through talk-rich approaches, with a focus on oracy and consistency across the school. Natalie Spence and Abigail Young		
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)**

Learners will:
• being able to articulate their mathematical thinking clearly and confidently.
• actively participate in maths dialogue through structured talk activities.
• develop a growth mindset and resilience in mathematics through collaborative talk
	Implement talk-rich pedagogies in mathematics across all stages:
	• Consult with staff to identify needs and preferences related to talk-rich resources.
	• Purchase relevant subscriptions and resources prior to the start of session 2025/26.
	Introduce 'Talk for Maths' project to all teaching staff:
	• Deliver an introductory CLPL session to all staff during October In-Service, focusing on the aims, structure, and expected impact of 'Talk for Maths'.
	Embed oracy within numeracy through shared understanding:
	• Introduce staff to the 'Maths and Oracy Benchmarks' to ensure consistency and progression.
	Ensure coherence and consistency through co-ordination and resource development:
	• Distribution and effective use of maths manipulatives.
	• Purchase and share school-based resources to support talk-rich numeracy teaching.
	• Updating school Numeracy Planners to reflect new approaches.
	Extend professional learning and collaboration:
	• Deliver targeted CLPL during the October In-Service Day on training on the use of Numicon to support conceptual understanding, progression across all levels and effective strategies for mental and written problems.
	Support implementation and ensure impact:
	• Provide ongoing support and coaching for teaching staff as they implement talk-rich methodologies in class.
	• Monitor and analyse data to evaluate the impact of the approaches on pupil progress.
	• Engage in structured evaluation and professional dialogue to review progress of the project mid-year and at end of session.
	Sustain improvement and plan next steps:
	• Identify strengths and next steps for session 2026/27.
	• Update school policy and practice documents.
		• Formative and Summative Assessments will demonstrate improved attainment in mathematical reasoning and problem-solving.
		• Standardised Assessments will be analysed to track progress and identify trends:
		  o *SNSA* (P1, P4, P7)
		  o *PUMA*
		• Learners will articulate increased confidence in numeracy.
		• Feedback from learners and staff will provide an evaluation of the impact.
		• Classroom observations will be used to monitor the implementation of talk-rich strategies and use of concrete materials.
		• Peer observations and collaborative reflection will support consistency in pedagogy and identify effective practice.
		• Long-term and Short-term Planning will show evidence of embedded talk-rich methodologies and progression.
		• Analysis of progress for identified groups will be used to evaluate equity and targeted interventions.