



HEATHFIELD PRIMARY

IMPROVEMENT PLAN

— 2026 - 2027 —



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 work force

Education Services Priorities

- Included, engaged and involved
- Delivering excellence in learning, teaching and assessment
- Transforming our curriculum
- Towards a self-improving education system

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 1a – Literacy and English Kathryn Hamilton and Charlene Sewell
To increase attainment in writing through consistent, high-quality teaching

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: • demonstrate clear, progressive development in writing skills. • display increased confidence and independence in writing. • improve handwriting with a focus on letter formation and cursive script. • improve encoding through consistent and progressive phonics and morphology approaches. • increase engagement, enjoyment and ownership in writing.	Developing a Writing Pedagogy • Implement a consistent whole-school pedagogy based on Stephen Graham's Explicit teaching of Writing • Introduce whole-school expectations for planning, teaching and assessment • Embed a Writing Progression Pathway with clear skill development from EYCP7 Professional Learning & Staff Development • 10 Teaching Staff Meetings dedicated to Literacy: ○ 5 sessions delivered by Stephen Graham on the explicit teaching of writing ○ 5 sessions for moderation, planning, implementation and reflection • 3 Inservice Days focused on writing, comprehension and handwriting • Work collaboratively with the Writing Working Group to guide implementation Embedding Handwriting Progression • Implement the Nelson Handwriting Scheme consistently across stages • Ensure medium term planning includes clear links between phonics, vocabulary and writing Assessment, Moderation and Tracking • Carry out termly jotter moderation sessions during teaching staff meetings • Analyse ACEL data to inform teaching and identify gaps • Agree consistent use of success criteria, feedback and shared standards • Review pupil progress through learning conversations Pupil Voice and Engagement • Collate learners' experiences through pupil focus groups to explore learners' experiences • Provide opportunities for pupils to lead writing improvements Family Learning • Create family-friendly guides explaining the new writing pedagogy • Provide parent workshops or online sessions demonstrating strategies • Share writing expectations through digital platforms • Offer opportunities for parents to engage with literacy learning Primary 5 Children and Young People Improvement Collaborative • Improve writing attainment in Primary 5 through implementing components of a successful writing and have the opportunities to learn skills and techniques to improve writing attainment.	ACEL Data: • Increased percentage of pupils achieving expected levels in writing to between 85% – 90% • Reduction in gap between reading and writing attainment Moderation Evidence: • Consistent standards and improved quality of writing in jotters Pupil Voice: • Surveys and focus groups show improved enjoyment, confidence and clarity Staff Evaluations: • Higher confidence reported in teaching writing • Improved consistency observed through QA Handwriting & Comprehension: • Consistent implementation of Nelson Handwriting across all stages • Clear evidence of pupil progress through the new comprehension progression Phonics & Word Work: • Continued improvement in fluency and accuracy through SAR monitoring Family Feedback: • Increased understanding of writing pedagogy • Positive engagement in literacy events and workshops

Priority 1b – Literacy and English (Support and Wellbeing) Kathryn Hamilton and Lauren Dodds

To increase attainment in writing in through consistent, high-quality teaching.

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: • demonstrate a clear, and increased ability to understand and use structured sentences. • display increased confidence and engagement in communication through writing. • improve handwriting with a focus mark making and letter formation. • improve attainment in literacy and communication by constructing simple sentences and increasing understanding of key vocabulary. • equitable access to the curriculum.	Developing a Writing Pedagogy for learners in Support and Wellbeing Classes • Implement a consistent whole-school pedagogy based on Colourful Semantics, a visual approach that uses colour coding to build sentences by organising words into their meaning-based parts. • Introduce whole-school expectations for planning, teaching and assessment. • Embed a Colourful Semantics Writing Progression Pathway with clear skill development in Support and Wellbeing Classes. Professional Learning & Staff Development • Teaching Staff Meetings dedicated to Colourful Semantics. ○ 1 session on the implementation of Colourful Semantics building, upon Speech and Language input. ○ 5 sessions for moderation, planning, implementation and reflection. • 2 Inservice Days focused on writing, early mark making and handwriting skills. Embedding Early Mark Making and Handwriting Progression • Explore early mark making opportunities and work towards implementing whole school Nelson Handwriting Programme consistently across stages. • Ensure planning includes clear links between phonics, vocabulary and writing. Assessment, Moderation and Tracking • Carry out termly jotter moderation sessions during teaching staff meetings. • Analyse Evisense data to inform teaching and identify gaps. • Agree consistent use of success criteria, feedback and shared standards. • Review pupil progress through learning conversations. Pupil Voice and Engagement • Collate learners' experiences through pupil focus groups to explore learners' experiences • Provide opportunities for pupils to lead writing improvements. Family Learning • Create family-friendly guides explaining the new writing pedagogy. • Provide parent workshops or online sessions demonstrating strategies. • Share writing expectations through digital platforms. • Offer opportunities for parents to engage with literacy learning.	Connecting Steps Data: • Increased percentage of pupils making progress in writing between 5% and 10%. Moderation Evidence: • Consistent standards and improved quality of writing in jotters. Pupil Voice: • Surveys and focus groups show improved enjoyment, confidence and clarity. Staff Evaluations: • Higher confidence reported in teaching writing. • Improved consistency observed through QA. Handwriting & Comprehension: • Consistent application of mark making opportunities and implementation of Nelson Handwriting across all stages. Vocabulary: • Continued improvement in expressive vocabulary (e.g. naming objects, actions, descriptors). Family Feedback: • Increased understanding of writing pedagogy. • Positive engagement in literacy events and workshops.

Priority 2 Numeracy and Maths Natalie Spence

To raise attainment in Numeracy and Mathematics through a consistent, progressive and skilled whole-school approach to teaching, learning and assessment.

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: - increase accuracy, fluency and reasoning. - use concrete → pictorial → abstract (CPA) strategies to solve calculations. - confidently use and explain mathematical vocabulary. - engage with high-quality resources and real contexts to deepen understanding. - Improve from 68.5% to 85% (current P5 cohort) on track by P6, with measurable termly increases and reduced attainment gaps.	Leadership & Policy - Create a Written Calculation Policy (CPA progression, model methods by stage, agreed vocabulary, variation, and representations). - Publish to staff/parents and embed in practice and evidence in jotters/Seesaw exemplars. - Establish a Numeracy & Maths staff & pupil focus groups to drive implementation and lead moderation. Curriculum, Pedagogy & Resources - Incorporate rich problem-solving and reasoning tasks linked to real-world situations, encouraging learners to explain, justify and apply their thinking. - Embed Grammarsaurus to strengthen conceptual understanding and early number sense. - Ensure all learners have access to concrete resources in every lesson. - Embed Maths Through Stories Across Primary 1-3 & Support & Wellbeing at least four times per term in each class to contextualise concepts and promote reasoning and vocabulary. - Agree and implement a whole-school Numeracy Vocabulary Progression (Early→Fourth), including word banks, stem sentences, and talk routines (e.g., 'I do, you do, we do'). - Plan regular fluency sessions (daily short bursts) and reasoning prompts every day. CLPL & Collaboration - All staff attend CLPL sessions with Scott Morrow, Numeracy Development Officer, to develop consistent, high-quality learning and teaching. - Termly stage planning and in-stage moderation of written methods and evidence (pupil work/Seesaw). - Build parents' confidence with modern maths strategies through parent workshops. Assessment, Data & Targeted Support - Use data to inform next steps: SNSA (PI,4,7), school baseline/standardised assessments, PUMA Sumdog Assessments, teacher judgements against Benchmarks. - Termly data meetings to identify gaps, agree short, specific targets, and plan interventions. - Audit staff knowledge of strategies to support learners	Pedagogy & Consistency - Written Calculation Policy in place, used in all classes (learning walks, jotter/Seesaw samples, planner checks). Target: 100% by Term 3. - CPA evident in almost all of observed lessons. - Vocabulary: class word banks/stem sentences visible and used in almost all of rooms by Term 2; pupil voice shows increased use/understanding (pre/post surveys). CLPL & Capacity - Staff audit completed (June 2026) and repeated (May/June 2027) showing growth in confidence across strategies. - Almost all staff attendance at CLPL; at least two peer observations per teacher per year with feedback. Assessment & Intervention - Gaps identified termly with actions recorded; intervention trackers show at least 70% of targeted pupils meet termly short-cycle targets. Attainment & Progress - Target: Return to 85% of children on track by P6 (PI: 85% on track, P4: 84% on track (consistent), P5: 68.5% on track (significant dip: -15.5%) Gap between cohort and expected level reduces term-on-term - Reduced attainment gap within cohort (focus groups closing faster) - Consistency with earlier strong performance (PI/P4 levels)

Priority 3 Support and Wellbeing (Authority Plan) Kathryn Hamilton, Linda Cameron, Abigail Young and Allan Ward

Embed consistent, sensory-informed practice across ASN schools and provisions to strengthen pupils' sensory regulation, readiness to learn, emotional wellbeing, and engagement, while increasing staff confidence and consistency.

What Outcomes do we Want to Achieve?	How Will we Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will we Measure Impact on Children and Young People? (Include Where Possible Current Measure and Target)
A shared understanding of sensory processing across ASN schools and provisions.	- Adopt the Derbyshire Sensory Toolkit as the shared assessment method - Whole-staff training on sensory processing, the Derbyshire Toolkit, and the impact of sensory needs on learning and behaviour (4 x 1 hour training sessions) - Use moderation sessions to compare profiles and calibrate understanding.	Inclusion Coordinator ASN Leaders from ASN schools and provisions	April 2026- June 2028	Audit visits for each school by ASN QIM, Inclusion Coordinator and peer ASN Leader at start and end of each session. First audit visit carried out with data. Monthly discussions with ASN leaders Greater consistency and accuracy in sensory assessments, shown through-: - moderation outcomes, improved alignment between staff assessments - leadership reviews confirming that the Derbyshire Sensory Toolkit is being used reliably across classes and provisions- discussions to take place at monthly ASN Leadership meetings.
Individual sensory profiles created for identified pupils, including personalised regulation strategies.	- Create consistent sensory profile (Derbyshire toolkit) - Training for school staff on how to carry out, sensory assessments which will feed into the profile (Derbyshire Toolkit training) - Implement, monitor and refine strategies	ASN Leaders and school staff Inclusion Coordinator	April 26- June 27	Higher-quality and more consistent sensory profiles, evidenced through-: - leadership moderation, - improved completeness/accuracy of profiles - increased staff confidence in carrying out sensory assessments. Effective use and refinement of strategies over time, demonstrated through-: - staff feedback - monitoring note - termly reviews showing that strategies are being applied consistently, adapted appropriately, and leading to better pupil outcomes.
Sensory-supportive learning environments established across classrooms and shared spaces.	Through staff training on Environmental audits, Communication Friendly Environments and use of sensory equipment, we aim to achieve-:- - Quiet/calm zones - Low stimulus corridors - Visual clutter reduction - Sensory friendly lighting - Clear signage - Shared sensory rooms with consistent expectations and equipment use - Staff training on Environmental Audits	Inclusion Coordinator ASN Leads Autism Outreach Occupational Therapy Speech and Language Therapy Educational Psychologist	April 2026- June 28	Environmental audit scores show measurable improvement, with repeated audits (baseline → end-year) demonstrating-: - clearer signage - reduced visual clutter - calmer zones - consistent use of sensory rooms Audit will be carried out by QIM, Inclusion Coordinator and ASN peer leader Consistency across settings, increases, shown through-: - leadership monitoring - peer observations - case-study reflections

	SCERTs training SLT Practical workshops on sensory strategies delivered by Occupational Therapy, Educational Psychology and AOT (movement, tactile, proprioceptive, vestibular, environmental adaptations) Shared digital resource folder with templates and sensory strategies. Audit tool to be created to measure impact			confirming that sensory strategies and environmental expectations are being applied reliably across classrooms, corridors, and shared spaces.
Increased staff confidence through joint training, shared practice, and collaborative reflection.	• High quality training sessions using a multi-agency approach • SLT training on SCERTS, Board maker, Visuals. (SLT training programme) • Whole ASN In-service day based on sensory regulation- multi-agency training with AOT, Educational Psychologist, SLT and OT. • Regular opportunities for shared practice case studies in the ASN leadership meetings and in schools • Embed structured reflection including case study discussions, feedback cycles and collective problem solving.	Inclusion Coordinator ASN Leaders School Staff ASN Inclusion Teams OT Ed Psych SLT	April 26- June 27	Staff confidence and competence data improves over time, shown through-: • pre- and post-training surveys self-evaluation tools • reflective questionnaires completed after joint training and shared-practice sessions. Observable changes in practice, evidenced through-: • learning walks • peer observations • leadership monitoring, This should show increased use of sensory-informed strategies and greater consistency across staff and settings.
Improved pupil regulation, reduced distress/behaviour incidents, and increased engagement.	• Implement personalised sensory regulation strategies consistently across the day, ensuring pupils have access to the right sensory input, environmental adaptations, and predictable routines that support calm, regulated behaviour • Use ongoing observation and data (engagement scales, behaviour logs, staff feedback) to refine strategies, reduce triggers, and strengthen approaches that increase participation, emotional regulation, and readiness to learn.	ASN Leaders School Staff	Jan 27-June 28	Improved pupil regulation and reduced incidents, shown through-: • decreases in behaviour logs, fewer crisis-driven interventions and fewer V&A, fewer hold/seclusion • smoother transitions • observations of increases in calm, settled behaviour during learning and unstructured times. Higher engagement and participation, demonstrated through-: • improved engagement scale scores (Leuven scale or equivalent) • increased time on task • positive staff feedback on strategy effectiveness consistent evidence that personalised regulation strategies are being used successfully across the day.
Strengthened family understanding of sensory needs, leading to improved consistency between home and school and better regulation, engagement, and pupil wellbeing.	• Parent workshops on sensory processing. • Home sensory strategy packs. • Family learning events focused on sensory needs.	ASN Leaders ASN Family Forum Inclusion Coordinator	August 27- June 28	Increased family understanding and confidence, shown through-: • pre- and post-workshop feedback • parent surveys • families reporting that they feel better equipped to support their child's sensory needs at home. Improved consistency between home and school, evidenced by-: • parents using strategies from the sensory packs • shared language emerging across settings • staff noting smoother transitions, calmer routines, or reduced sensory-related distress linked to home-school alignment.

Priority 4: South Ayrshire Service Plan: Curriculum Improvement Cycle Laura Boyd and Natalie McKay
ALL SOUTH AYRSHIRE SCHOOLS 2025-2026
Improving Our Curriculum

Aims	Actions	Intended Impact	Resources	Measures	Completion Date
To increase all teacher understanding of the purpose and relevance of the CIC and the rationale behind curriculum reform.	- The school will identify a curriculum lead to support the implementation of curriculum reform and act as a link with authority-wide developments. - The curriculum lead will participate in authority Train-the-Trainer professional learning to ensure consistent messaging and build internal capacity. - All staff will engage in planned CLPL to build understanding of curriculum reform during the two allocated twilight sessions using materials created by Curriculum P.T.'s	<i>Staff are clear on the key terminology around curriculum and educational reform.</i> <i>Staff can clearly articulate why curriculum change is being made.</i> <i>All staff are clear on the national timeline for implementation of the CIC</i>	Presentation created by Curriculum PTs	Staff survey (pre and post twilight sessions) Evaluation	August 2026 September 2026 January 2027
To provide clear and consistent communication for all staff and stakeholders in relation to Scotland's Curriculum	- Staff will access the authority's central digital hub for curriculum resources, exemplars and professional learning materials. - All staff will attend the relevant authority curriculum conference. - Content will be created centrally to raise awareness of the CIC and used by schools to engage wider school community. - The Curriculum PTs will offer support with parental engagement as requested. - School leadership team will receive regular CIC information via director's education update. - All Head Teachers will attend two authority HT Curriculum Conferences.	<i>Staff will feel supported during the early stages of transition.</i> <i>Staff feel well informed and confident in discussing curriculum changes with colleagues, learners and families.</i> <i>Parents and stakeholders will better understand Scotland's curriculum and the future changes.</i>	Central digital Padlet Exemplars and professional learning materials Schools preferred media platforms	Analytics from shared online space (comments, resources, access to the toolkit and materials)	June 2027 May 2027 December 2026 June 2027
To establish an understanding of a concept-based curriculum and to introduce the Know-Do-Understand model.	'Curriculum of Hope' professional reading distributed during the 'Train-the-Trainer' session for key leads. - Values from the 'Curriculum of Hope' text shared with all staff during twilight sessions. - Key leads to gather staff feedback at the beginning of the first twilight. - Key leads to repeat the staff survey at the end of the second twilight to gauge progress.	<i>All staff understand the principles of a concept-based curriculum.</i> <i>All staff will have had opportunities to engage with the values and principles of 'A Curriculum of Hope'.</i>	'A Curriculum of Hope' professional reading Microsoft form for twilight	Pre/Post Survey Data	October 2026 February 2027

Priority 5 Education Services Improvement Plan: Outstanding Learning, Teaching and Assessment Caryn Davidson, Laura Boyd and Charlene Sewell <i>Educational Services Improvement Plan 2023 – 2027</i>					
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 <i>South Ayrshire Reads Strategy Document</i>					
PHASE I SOUTH AYRSHIRE SCHOOLS 2026-2027					
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 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 2027, ALL Phase I schools will have participated in at least two Reading Leader-led workshops within their own setting, with Reading Leaders taking full responsibility for identifying workshop needs, planning these sessions and leading them to support the ongoing embedding of reading practice.	The aims of South Ayrshire Reads continue to be embedded across Phase I School Communities focussing on building capacity and sustainability. The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders.	- All Reading Leaders may attend four sessions (September 2026, November 2026, February 2027, and April 2027) focused on building capacity and providing the knowledge and skills needed to lead impactful change. - All Reading Leaders will plan, create and deliver reading workshops within their own schools – both with staff and with parents – as part of a wider drive to raise attainment in reading.	LW Reading Leader	June 2027
	By June 2027, ALL Phase I schools will have had the opportunity to engage in collaborative and responsive CLPL to embed and deepen their work on word recognition and language comprehension, selecting the approaches that best suit their context, through: - Stage-Specific 'Spotlight' sessions 'Learning Live' sessions - Bespoke CLPL/workshops tailored to school-identified needs strengthening collective efficacy, promoting an outward-looking approach to improvement, and embedding high-quality, consistent reading practice.		- Term 2 & 3 'Spotlight' sessions planned and delivered by SAR Team – authority-wide collaborative sessions to share and build on stage-specific classroom practice 'Learning Live' – hybrid model of professional learning and observing learning live in action at peer schools to bridge theory to practice. - SAR Team to deliver responsive bespoke CLPL sessions and workshops as requested, in line with next steps as identified through in-school self-evaluation	SAR PT's	June 2027
	By June 2027 ALL Phase I education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest.		- Additional online sessions planned, created and delivered by SAR Team in response to need - Additional sessions will be advertised through the monthly CLPL Bulletin and Reading Leader channel on MS Teams.	SAR Team	June 2027
	By June 2027, ALL Phase I education staff will have had the opportunity to further embed their practice using HGIOR (How Good is Our Reading) as a self-evaluation tool to identify strengths, gaps and next steps.		Reading Leaders and/or Leadership Team will work with staff to pilot and implement <i>How Good Is Our Reading</i> (HGIOR), aligned with the Science of Reading, to support the continued embedding of high-quality practice in both word recognition and language comprehension.	JW Reading Leader	June 2027
	By June 2027 ALL Phase I schools will have had the opportunity to engage with assessment implementation and data analysis to drive teaching and learning.		School led workshops focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps.	HMcB Reading Leader	June 2027
	By June 2027 ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.		Support for RL, as required, from SAR team for workshop and parent events	Reading Leader SAR PT's	June 2027

Priority 6 Included, Engaged and Involved 1 – Action Plan Laura Boyd, Leanne Hall and Mhairi Thompson					
Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date
Strategic Aim: Provide targeted, rights-based support for vulnerable learners.					
Audit, track and monitor vulnerable cohorts (pupil voice e.g. fishbone) Strengthen staged intervention e.g. SMART Targets, review frequency, voice of the child/young person Improve implementation of evidence-based practices Assign trusted adults Advocacy Services	Improved attendance and belonging for vulnerable pupils	Multi-agency planning time Support staff Attendance Management Guidance	Cohort attendance data Case reviews Pupil voice e.g. Fishbone Belonging Scale Feedback from families Measures within Attendance Management Guidance	Attendance Leads SLT Inclusion Co-ordinator Virtual School HT/DHT ASFL Staff Partners Educational Psychologist	June 2026
Strategic Aim: Remove curriculum-related barriers and improve re-engagement pathways.					
Consistent assessment of strengths and needs Flexible pathways Personalised learning plans (Pupil voice on planning and review) Reintegration planning (Pupil/parent voice on planning and review)	Increased engagement and sustained attendance	Curriculum planning time Alternative pathway provision Adaptive Teaching Additional Support for Learning Teachers	Engagement and attendance data Feedback from young people and families	DHT Curriculum Faculty Heads/PTs Partners – Thriving Communities, VASA, Ayrshire College	January 2027
Strategic Aim: Strengthen governance of reduced learning hours.					
QIM/QIO approval of reduced hours Termly audits Enhanced safeguards	Fewer and time-limited reduced-hours arrangements	Audit of arrangements Leadership oversight	Reduced-hours data Reintegration outcomes Feedback from young people and families on understanding and duration	Headteacher SLT QIMs/QIOs Inclusion Team	January 2027