



**Maidens & Fisherton Primary Schools  
and Early Years Centres**

**SCHOOL IMPROVEMENT PLAN: 2023-2024**



## South Ayrshire Vision



Our vision and ambition in South Ayrshire Educational Services is to achieve excellence and equity. We have the highest expectations for all learners so that they achieve their potential regardless of their circumstances. We want to achieve this in a context where we act with integrity in a climate of mutual trust and respect and have the highest ambition for every learner. It is our ambition to close the attainment gap while constantly stretching and challenging children and young people who are attaining at the highest levels to achieve more. Closing the gap while challenging every learner will guide and define the work of the educational services.

# Fisherton Vision

At Fisherton Primary School and Early Years Centre we believe that with **tenacity** we can all experience success and achieve our potential.

Friendly and **kind** people help fill our school with happiness.

Inspired by the world around us we welcome pupils to join us on a journey

Success is experienced across the curriculum and beyond with

**Helpful** staff and families working together for our young people.

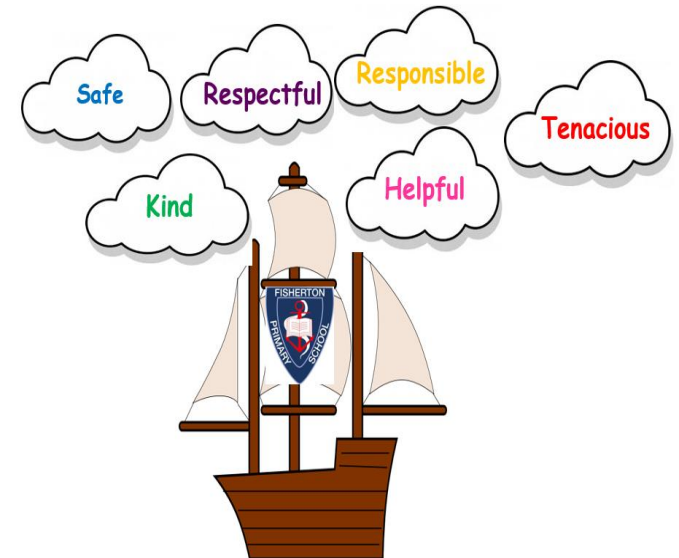
Everyone has a voice in our learning community and we strive to model

**Respectful, responsible** and **safe** approaches in all that we do.

Tenacious attitudes and motivation encourage our pupils to strive to give

Opportunities to develop skills are welcomed and

Nurturing approaches help our children grow and learn together.



## Values

**Safe, Kind, Helpful, Responsible, Respectful, Tenacious**

**“Reach for the StaRs, Keep Trying and Have fun”**

Agreed by all pupils, parents and staff (September 2019)      Revisited August 2020

# Maidens Vision

At **Maidens Primary Schools and Early Years Centres** we believe that the right motivations can move the world. In striving to provide these motivations our vision is that:

Many talents are developed to promote

Articulate, **responsible** learners who have

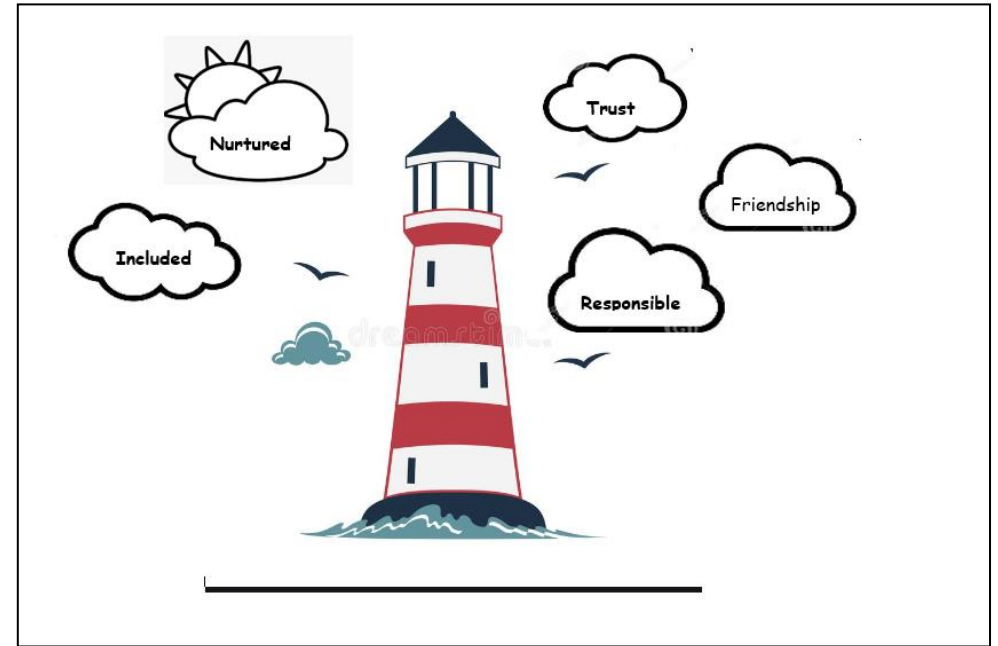
Inquisitive minds and are **nurtured** and

Determined to succeed with a **responsible** approach

Enterprising attitudes in an environment where **friendships** blossom

Nothing is insolvable and everyone is **included** in a

School where **trust** is valued.



## Values

Included, **Nurtured**, **Friendship**, **Responsibility** and **Trust**.

**“IN Friendship and Responsibility we Trust”**

*Agreed by pupils, parents and staff (November 19) Revisited August 2020*

At Maidens and Fisherton Primary Schools and Early Years Centres we aim to be a positive, inclusive and continuously improving learning organisation. We aspire to achieve this in many ways, including utilising the local and national plans, and frameworks below:

### **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

# Summary Statement and Priorities

Using Self Evaluation, as a staff team, we reviewed the 2022-2023 School Improvement Plan (SIP). We have included our evaluation of this performance data review within our Standards and Quality 2023 Report which accompanies this document. In consultation we have identified the priorities for the forthcoming year as highlighted below within this SIP. The priorities and targets in this plan enable us to clearly set out the next steps on our journey, promoting a Curriculum for Excellence throughout and have been developed through the school audit process which has included:




- Consultations with staff and staff audits
- Parental Questionnaires
- Pupil Questionnaires and pupil impact/feedback activities
- Self-evaluation using HGIOS 4 and Care Inspectorate HGIOELC
- Tracking, monitoring and evaluation of learning and teaching

The priorities within the 2023-2024 School Improvement Plan were devised with staff in Term 4, 2023-24; will be discussed with the Pupil and Parent Councils in September 2023, before being shared with parents, also in September 2023. The SIP is a working document and is regularly reviewed and adapted to ensure it is meeting the needs of the pupils of Fisherton and Maidens Primary Schools and Early Years Centres.



# Maidens & Fisherton Primary - School Improvement Plan 2023-2024

Our key priorities this year will be:

<p><b>Priority 1</b> Raising children and young people's attainment and achievement in Literacy, with a focus on Writing and Reading.</p>		<p>To close the attainment gap in Literacy through engagement with South Ayrshire Reads. (Authority Priority)</p>	<p>To support identified children with speech and communication through the Talk Boost intervention.</p>	<p>To ensure all staff are trained to provide high quality teaching and learning in Literacy through a progressive phonics and spelling programme (Active Literacy).</p>	<p>To improve attainment in Literacy by providing high quality texts, including Reading Spine texts and quality decodable books aligned to the phonics programme.</p>	<p>To raise attainment in writing and develop creative and purposeful writers through the Talk 4 Writing approach and moderation in writing.</p>	<p>To improve children's handwriting and presentation of work.</p>
<p><b>Priority 2</b> Enhance learners' experiences in Health and Wellbeing through partnership working to support the emotional and physical wellbeing of our young people and their families.</p>		<p>To enhance learners' experiences by providing a progressive HWB programme with a focus on social and emotional health (PATHS).</p>	<p>To support young people in upper primary to develop Positive Psychology skills.</p>	<p>To ensure children are safe, happy and settled at school.</p>	<p>To raise awareness and remove stigma around poverty by bringing people together within our community to take action through the Cost of the School Day initiative.</p>	<p>To support our children and young people to reach their learning potential with a focus on wellbeing and removing barriers to learning by embedding Nurture Principles.</p>	<p>To ensure continued development of children's rights and pupil voice.</p>
<p><b>Priority 3</b> Improve learning outcomes through consistent, high quality learning and teaching, with a focus on developing planning and assessment formats, tracking and monitoring procedures and effective approaches to learning and teaching.</p>		<p>To establish consistent approaches to planning and assessment used across both schools.</p>	<p>To agree shared expectations of what high quality learning and teaching looks like.</p>	<p>To enhance learning experiences for children and young people through play and active learning.</p>	<p>To improve engagement through the use of MTV thinking Routines (Cluster Priority)</p>		

## PRIORITY 1: RAISING CHILDREN AND YOUNG PEOPLE'S ATTAINMENT AND ACHIEVEMENT IN LITERACY

### To focus on Writing and Reading.

HGIOS 4/HGIOELC QI: 2.2 Curriculum, 2.3 Learning teaching and assessment , 2.4 Personalised support, 2.7 Partnerships, 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising attainment and achievement

SAC Improvement Plan: Priority 1

National Priorities: 1. Improvement in attainment, particularly in literacy and numeracy, 2. Closing the attainment gap between the most and least disadvantaged children.

NIF Drivers: 2,4,5, 6

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)
	<p>Through Engagement with South Ayrshire Reads see Appendix 1.</p> <p>Engagement with Scottish Book Trust Reading Schools Improvement Framework.</p> <p>CLPL to develop staff knowledge on the effective use of the Active Literacy programme.</p> <p>Review and audit of reading schemes in both schools to ensure there is a range of quality decodable books that align with the phonics programme.</p> <p>Implement Talk Boost programme for pupils with underdeveloped speech/communication skills.</p> <p>Staff will be trained on the use of 'Giglets' online multilingual literacy and language resource. Staff will trial use of resources throughout the session and use to support engagement in reading.</p> <p>Staff will continue to engage with Building the Ambition in order to provide high quality reading, writing and listening and talking opportunities in the playroom, outdoors and local area.</p>	<p>Sally Law</p> <p>Leeanne Campbell</p> <p>Laura Martin</p> <p>Laura Martin/ Leeanne Campbell</p> <p>Avril Foakes/Allison Eaglesham</p> <p>Sally Law</p> <p>All early Years staff &amp; EY Teacher</p>	<p>August 2023- April 2024</p> <p>August 2023-June 2024</p> <p>August 2023 – Dec 2023</p> <p>October 2023 – April 24</p> <p>August 2023 – June 2024</p> <p>September 2023 – June 24</p> <p>August 2023-June 2024</p>	<ul style="list-style-type: none"> <li>➤ Majority (50%) children in P1, P4, P7 to attain age appropriate CfE levels and age equivalent standardised testing results (SNSA).</li> <li>➤ Lowest 15% of children who are not achieving will receive targeted support</li> <li>➤ Majority (50%) children in P1, P4, P7 to score medium or high in SNSA assessments.</li> <li>➤ Achievement of Reading Schools accreditation at core level.</li> <li>➤ Identified pupils will undertake pre and post measures for Talkboost.</li> <li>➤ Assess in October using Developmental Milestones in order to track pupil progress.</li> <li>➤ Re-assess developmental milestones in May to show value added from October so that all children achieve 85% of their Literacy milestones.</li> <li>➤ Moderation will show where supports are required in writing and teacher will work with target pupils.</li> </ul>



	<p>Continue to implement Early Talk Boost screeners and strategies to improve verbal communication skills.</p> <p>To continue to develop phonological awareness and a foster a love of reading and writing.</p>	<p>All early Years staff &amp; EY Teacher</p>	<p>August 2023-June 2024</p>	<ul style="list-style-type: none"> <li>➤ Evidence of pupil engagement with a variety of digital technologies will be evident in profiles and floorbooks.</li> <li>➤ Children should be able to communicate using Makaton.</li> <li>➤ Evidence of clear verbal communication in e-profiles &amp; witnessed by EY staff.</li> <li>➤ Evidence of emergent reading skills, regularity of borrowing from library, evidence of children engaging in mark making activities in floorbooks, profiles etc.</li> </ul>
	<p>Continue to embed Pie Corbett's Talk 4 Writing approaches across all classes to improve engagement, confidence &amp; attainment in writing.</p> <p>Staff will engage in quality CLPL to ensure all staff are competent and confident in delivering Talk 4 Writing. Through professional dialogue, staff will agree 'non-negotiables' across both schools.</p> <p>Create a 'Text Map' for each school to ensure progression and breadth of genres covered.</p> <p>Build a bank of quality resources across both schools through shared OneDrive access.</p> <p>Organise Reading Spine books section within each school library.</p> <p>Consistent assessment tool to be created and used across the cluster for assessing and moderating writing.</p> <p>Create a Handwriting Policy with all staff to ensure shared expectation for the teaching and development of handwriting and presentation.</p> <p>Regular handwriting lessons to take place, developing fluent handwriting skills, making</p>	<p>Laura Martin/ Teaching Staff</p> <p>Laura Martin/ Amanda Holland</p> <p>Laura Martin/ Amanda Holland</p> <p>Laura Martin</p> <p>Laura Martin/ Amanda Holland</p> <p>Laura Martin</p> <p>Leeanne Campbell</p> <p>Leeanne Campbell</p>	<p>August 2023 – June 2024</p> <p>August 2023 – April 2024</p> <p>August – December 2023</p> <p>August 2023 – June 2024</p> <p>August 2023 – December 2023</p> <p>August 2023 – October 2023</p> <p>August 2023 – December 2023</p> <p>August 2023 – June 2024</p>	<ul style="list-style-type: none"> <li>➤ Staff survey to gauge practitioner confidence at beginning and end of the session.</li> <li>➤ Staff will have clear guidelines on the implementation and delivery of Talk for Writing across Maidens and Fisherton.</li> <li>➤ Each library will have a clearly designated area for Talk 4 Writing Reading Spine texts.</li> <li>➤ Assessment tool used three times throughout the session will show progression in writing for most children.</li> <li>➤ All staff will engage in moderation in writing across both schools on the second time the assessment tool is used.</li> <li>➤ Within the Handwriting Policy, there will be agreed expectations on jotter presentation.</li> <li>➤ Improvement within handwriting will be measured through jotter audits and cross-school moderation.</li> </ul>

	<p>their writing more consistent and easier to read. They will practise writing neatly and legibly with letters that are all a similar size.</p> <p>A4 handwriting jotters to be used for story writing to encourage transfer of skills with position of letters, ascenders, descenders etc</p> <p>Write Well resources to be used by Class Teachers to ensure progression in handwriting skills.</p> <p>To maximise opportunities for children to mark make and implement targeted support if required</p> <ul style="list-style-type: none"> <li>o Pencil control – fine motor skills</li> <li>o Drawing recognisable shapes</li> <li>o Drawing a recognisable person</li> <li>o Writing letters</li> <li>o Writing your name</li> </ul>	<p>Leeanne Campbell</p> <p>Leeanne Campbell</p> <p>All EY staff &amp; EY Teacher</p>	<p>August 2023 – June 2024</p> <p>August 2023 – June 2024</p> <p>August 2023-June 2024</p>	<p>➤ Evidence in floor books and e-profiles show progress in terms of legibility &amp; demonstrate fine motor skills improvement.</p>
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## Priority 2: ENHANCING PUPIL EXPERIENCES IN HEALTH & WELLBEING

Through partnership working, further support the emotional and physical wellbeing of our young people and families,

HGIOS 4 / HGIOELC: 1.5 Management of resources to promote equity, 2.2 Curriculum, 2.3 Learning, Teaching and Assessment, 2.4 Personalised Support, 2.5 Family Learning, 2.6 Transitions, 2.7 Partnerships, 3.1 Ensuring Wellbeing, Equity and Inclusion  
 National Priorities: 3 Improvement in children and young people's health and wellbeing  
 NIF Drivers: 2, 3, 4, 5

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)
Children and young people will experience a progressive social and emotional learning programme that teaches	Barnardo's PATHS Programme will be implemented across all classes, including the EYC, in both schools to promote alternative thinking strategies.	Avril Foakes/ Allison Eaglesham	October 2023 – June 2024	➤ Measure children's self-control, emotional understanding, self-esteem, relationships and interpersonal problem-solving skills through teacher

<p>pro-social skills, emotion understanding, social problem-solving and self-control.</p> <p>QI 3.1</p> <p>Upper school pupils will be supported to develop Positive Psychology skills as part of transition to S1.</p> <p>QI 2.6</p> <p>Ensure children are safe, happy and settled at school.</p> <p>QI 3.1</p>	<p>Positive Psychology lessons to be delivered in upper classes in Term 4.</p> <p>Soft start and daily emotional check ins established in all classes and consistent across all stages.</p>	<p>Laura Martin</p> <p>All Staff</p>	<p>May 2024 – June 2024</p>	<p>RAG rating pre and post implementation of PATHS programme.</p> <ul style="list-style-type: none"> <li>➤ The Stirling Children's Wellbeing Scale and Satisfaction With Life Scale (Child) will be used as pre and post measures alongside Positive Psychology lessons.</li> <li>➤ SHANARRI Well-being Webs will show that the most score 8 or higher on HWB indicators.</li> </ul>
<p>Raise awareness of and remove stigma around poverty by supporting families and bringing people together within our community to take action.</p> <p>QI 2.7</p>	<p>Use the Cost of the School Day Toolkit to create an action plan to tackle cost barriers for our families, in liaison with the Parent Council.</p> <p>Promotion of entitlements and financial supports to parents.</p> <p>Source applicable funding to help to reduce costs.</p>	<p>Amanda Holland</p> <p>Leeanne Campbell</p> <p>Leeanne Campbell</p>	<p>August 2023 – June 2024</p> <p>August 2023 – June 2024</p> <p>August 2023 – June 2024</p>	<ul style="list-style-type: none"> <li>➤ Parents and carers can recognise ways in which the school has supported the community to reduce the cost of the school day through parental questionnaire.</li> </ul>
<p>Improve outcomes for all learners by focusing on wellbeing and removing barriers to learning, allowing our children and young people to reach their learning potential.</p> <p>QI 2.4</p>	<p>All staff trained in Boxhall Profiles.</p> <p>Nurture principles to be embedded throughout the school and EYC with Nurture Policy shared with parents/carers &amp; all staff.</p> <p>SAC Outreach Nurture information circulated to staff, parents/carers.</p> <p>Nurture Group sessions to be delivered weekly to identified pupils.</p> <p>'Staff library' to be created in each staff room with a selection of professional reading linked to nurture principles, restorative practice, emotion coaching and attachment theories.</p>	<p>Fiona Gilligan</p> <p>Allison Eaglesham/ Avril Foakes</p> <p>Fiona Gilligan</p> <p>Pupil Support Teachers</p> <p>Laura Martin</p>	<p>September 2023</p> <p>August 2023 – June 2024</p> <p>August 2023 – June 2024</p> <p>August 2023 – June 2024</p> <p>October 2023 – December 2023</p>	<ul style="list-style-type: none"> <li>➤ 100% of children who are care provided by the Local Authority to have Boxall and Ecological assessments.</li> <li>➤ Children identified for Nurture Group will have pre and post Boxhall Profiles completed to measure any impact.</li> <li>➤ Learning Walks and learning conversations will demonstrate that the Six Principles of Nurture are evident in all classes.</li> </ul>

<p>Ensure continued development of children's rights and pupil voice.</p> <p>QI 3.1</p>	<p>RRS pupil steering group established for the new session in both schools.</p> <p>Both schools work collaboratively on a shared action plan for RRS.</p> <p>Children's rights remain a high and visible priority throughout the school and EYC.</p> <p>Wee HIGIOS used with pupils as a tool for self-evaluation and improvement.</p> <p>Pupil questionnaires used to gather views.</p> <p>Masterclasses and committee groups established for the new session. Pupils are given a voice in deciding Masterclasses and are allowed to submit their preferences for which committee they would like to be a part of.</p>	<p>Laura Martin/ Avril Foakes</p> <p>Laura Martin/ Avril Foakes</p> <p>Laura Martin/ Avril Foakes</p> <p>Leeanne Campbell</p> <p>All Staff</p> <p>Avril Foakes/ Allison Eaglesham</p>	<p>August 2023 – December 2024</p> <p>August 2023 – December 2024</p> <p>August 2023 – December 2024</p> <p>August 2023 – June 2024</p> <p>August 2023 – June 2024</p> <p>September 2023 – June 2024</p>	<ul style="list-style-type: none"> <li>➤ RRS Gold award will be achieved.</li> <li>➤ Rights Respecting Schools display in each school as well as 'Right of the Week/Fortnight' displayed in each classroom (evident through SLT Learning Walks)</li> <li>➤ Evidence of pupil voice – Wee HIGIOS, Pupil questionnaires/surveys</li> <li>➤ Committee meeting minutes</li> <li>➤ All pupils within both schools will have a role within a committee</li> </ul>
<p>Continue programme to improve/encourage pupil balance, confidence on wheels.</p>	<ul style="list-style-type: none"> <li>➤ Staff training 'Play on Pedals' (SAC).</li> <li>➤ Purchase pedal bikes &amp; helmets</li> </ul>	<p>Louise McPhee Joanne Crane</p>	<p>August 2023-June 2024</p>	<ul style="list-style-type: none"> <li>➤ Increase in the number of pupils who can confidently ride a pedal or balance bike independently.</li> </ul>
<p>Continue to promote parental engagement</p>	<p>Home Link bags to be issued to all pupils on a fortnightly basis to support academic, emotional and/or developmental needs.</p> <p>Continue to implement the CAPER Programme through story bags.</p> <p>Further development of Home Link resources - update Science, Literacy, Numeracy and Health and Wellbeing bags in line with new milestones.</p> <p>Challenge Maths bags targeted to more able learners.</p> <p>PEEP sessions and Stay &amp; Play will continue throughout the session. To include 'Biscuit &amp; Blether', Invite Someone Special and Book bug events</p>	<p>Debbi McVie/ Aileen Gemmell Joanne Crane</p> <p>Debbi McVie/ Aileen Gemmell Louise McPhee</p> <p>Debbi McVie/ Aileen Gemmell Joanne Crane</p> <p>Debbi McVie/ Aileen Gemmell</p> <p>Gillian Munro/ Debbi McVie/ Aileen Gemmell</p>	<p>August 2023 – June 2024</p> <p>August 2023 – June 2024</p> <p>September 2023 – December 2023</p> <p>August 2023 – June 2024</p> <p>September 2023 – June 2024</p> <p>October 2023 – December 2023</p>	<ul style="list-style-type: none"> <li>➤ Parental Surveys/Questionnaires (2 stars and a wish)</li> <li>➤ Children and parental feedback from Home Link bag evaluations</li> <li>➤ 'Question of the Month' – You said...We did... data collated <ul style="list-style-type: none"> <li>➤ PEEP evaluations</li> </ul> </li> </ul>

	<p>Look outwards for examples of good practice in profiling/communicating with parents and agree new format.</p> <p>Reintroduce 'Question of the Month' to gather parental views</p> <p>➤</p>	<p>Avril Foakes/ Allison Eaglesham/ All EYC Staff</p> <p>Aileen Gemmell Christine Stewart</p>	<p>September 2023 – June 2024</p>	
Improving N-P1 Transition programme.	Work in collaboration with infant teacher to develop a more creative transition programme.	Avril Foakes SLT	August 2023-June 2024	<p>✓ Improve transition experiences for nursery pupils by working closely with infant teachers throughout the session. Research national/global initiatives, speak to cluster colleagues to share examples of good practice.</p>

### PRIORITY 3: IMPROVING LEARNING OUTCOMES THROUGH CONSISTENT HIGH-QUALITY LEARNING AND TEACHING.

To focus on developing planning and assessment formats, procedures for monitoring and tracking learning, and effective learning and teaching approaches.

HGIOS4/HGIOELC: 1.1 Self Evaluation for Self Improvement, 1.2 Leadership of Learning, 1.3 Leadership of Change, 2.3 Learning, Teaching and Assessment  
Cluster Improvement Plan: Priority 2

NIF: 1. Improvement in attainment, particularly in literacy and numeracy, 2. Closing the attainment gap between the most and least disadvantaged children, 3. Improvement in children and young people's health and wellbeing

National Priorities: 2,4,5 & 6

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)
<p>Establish consistent approaches to planning and assessment used across both schools.</p> <p>QI 2.3</p>	<p>Shared online planning format to be created through OneDrive and used by all staff</p> <p>'Non-negotiables' for daily planning to be agreed between all staff</p> <p>All staff to use a 'presentation style' for daily plans which can accessed by all via OneDrive</p> <p>Assessment Co-ordinator will carry out core Literacy and Numeracy assessments and collate data</p>	<p>Laura Martin Leeanne Campbell</p> <p>All staff</p> <p>Teaching Staff</p> <p>Marco Sisi Katie Macrae</p>	<p>August 2023</p> <p>September 2023</p> <p>October 2023</p> <p>August 2023 – June 2024</p>	<p>➤ Through monitoring it will be clear that all staff are engaging with online planning and any feedback and adjustments will be made</p> <p>➤ Assessment data used to inform teaching and learning and allocate resources to meet learners' needs</p> <p>➤ All pupils will have an assessment evidence file</p>

	Agree standardised assessment evidence procedures across both schools from examples of good practice to demonstrate pupils' learning journey	Leeanne Campbell/ Laura Martin	October 2023 – June 2024	
Shared expectations of what high quality learning and teaching looks like. QI 1.1	Review and update policy and procedures for tracking and monitoring, including Environmental Checklist, Classroom Observations, shared teaching and learning expectations.  Focus on differentiation through SAC authority CLPL and staff meetings.	SLT and teaching staff  SAC/ Leeanne Campbell	September 2023 – January 2023	<ul style="list-style-type: none"> <li>➤ Learning Walks</li> <li>➤ Classroom observation paperwork</li> <li>➤ Clear learning and teaching policy</li> </ul>
Enhance learning experiences for children and young people through play and active learning. QI 2.3	Continuous Provision to continue to be embedded in infant classes in both schools.  Staff to undertake online Woodwork CPD to support staff confidence in the delivery of practical STEM and woodwork.  Staff to implement play and active learning approaches where possible across all stages.  To increase opportunities for digital technologies within this aspect of learning to help establish a culture of inquiry, innovation and exploration.  Continue to use Makaton within the playroom	Mhairi Gibson Lizzie Gilmour Laura Martin  Helen Hamilton  Teaching Staff  All EY staff & EY Teacher  All EY staff & EY Teacher	August 2023 – June 2024  November 2023 – June 2023  August 2023 – June 2024  August 2023-June 2024  August 2023-June 2024	<ul style="list-style-type: none"> <li>➤ Continuous Provision is evident in infant classes through learning walks</li> <li>➤ Children will demonstrate interest and enthusiasm for STEM and woodwork</li> <li>➤ Staff feel confident to deliver woodwork lessons</li> <li>➤ Evidence in floor books and e-profiles show that children are being given daily opportunities to use a variety of digital technologies to enhance learning experiences and therefore are developing competence in their use.</li> <li>➤ Staff observe children engaging with this means of communication using lanyard pics, snack displays etc. to aid their understanding &amp; improve self-confidence with respect to communication, expressing needs/wants etc.</li> </ul>

# Appendix 1.

## Improvement Planning 2023-2024



South Ayrshire Service Plan Priority: 1. Closing the poverty-related attainment gap by improving attainment in literacy					
SAR Strategic Plan Priority: To raise attainment in literacy and close the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire					
ALL SOUTH AYRSHIRE SCHOOLS 2023-2024					
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>	By <b>June 2023</b> all schools will have an identified Reading Leader	<p>The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders</p>	All reading leaders can join a dedicated MS Team to ensure access to information, local/regional/national messages and resources and, opportunities to collaborate.		<b>June 2023</b>
	By <b>June 2023</b> all clusters will have an identified SAR link person to direct enquiries / requests to.		<i>South Ayrshire Reads</i> strategy document and MS Team		<b>June 2023</b>
	By end of <b>August 2023</b> ALL education staff, parents, children and young people will be introduced to the strategic vision of (SAR)the South Ayrshire Reads initiative.		SAR Video link will be provided, and time allocated on August Inservice days to share with all school staff.  <i>(Please share with all pupils during the first few weeks of term and share the video link on your school social media channels)</i>		<b>August 2023</b>
	By <b>April 2024</b> ALL education staff will have had the opportunity to attend an online South Ayrshire Reads Engagement session		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed		<b>April 2024</b>
	By <b>April 2024</b> ALL parents, carers and partners will have had the opportunity to attend an online South Ayrshire Reads Engagement session		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed		<b>April 2024</b>
	By <b>September 2023</b> ALL primary education staff will have engaged in initial science of reading training (Sept Twilight) and follow-up training (TBC)		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed		<b>April 2024</b>
	By <b>February 2024</b> ALL school assistants will have had the opportunity to attend in-				<b>October 2023</b>

## Appendix 2 – Cluster Improvement Plan

<b>Priority 1: Embedding SSERC model to enhance Learning and Teaching in science</b> To focus on improving confidence and competence of Staff to effectively teach STEM education and provide learners with STEM skills and knowledge that they require throughout their lives. HGIOS 4 / HGIOELC Q.Is1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2 / SACP 1,2/ CSP 1,2 / ESP 2, 3, 4 / NIF 1, 2				
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)	Review
<b>Cluster Priority STEM group (Lead Science Steering Group)</b>				
<ul style="list-style-type: none"> <li>➤ Children and young people's skills development knowledge and understanding in science subjects is enhanced due to further development in pedagogy and assessment skills in staff.</li> <li>➤ Children will experience coherent and progressive learning and teaching in science across and through the Carrick cluster because of the</li> </ul>	<ul style="list-style-type: none"> <li>➤ Cluster Science Steering group consisting of school mentors for Science will continue to access CLPL directly from SSERC and take the lead within each cluster school.</li> <li>➤ Staff from Early Years, Primary and Secondary Science will engage in online collaborative training led by mentors with external support available from SSERC.</li> <li>➤ SSERC meets will take place throughout the session 2023/2024</li> </ul>	August 2023 to June 2024	Cluster Staff Wheel of Science questionnaire on levels of confidence within the science organisers. (September 2023 and June 2024)  SSERC showcase for mentors.  Classroom observations/moderation across cluster schools involving science champions  Staff evaluations following CLPL activities.  Most children will achieve the appropriate level in science within ACEL data	Cluster questionnaire for staff and children.



<p>collegiate development of science programme of study.</p> <p>➤ Children, young people and staff will engage more readily with science enquiry and aspire to pursue a career in science.</p>	<p>➤ Mentors to apply for further grants and funding through SSERC, to source science resources for schools.</p> <p>➤ Cluster Science Steering group to showcase practice.</p> <p>➤ Staff throughout the cluster will implement more STEM based activities in classrooms and more varied approaches to learning and teaching.</p> <p>➤ Mentors will introduce the TAPS focussed assessment within each school. (<a href="https://pstt.org.uk/resources/curriculum-materials/assessment">https://pstt.org.uk/resources/curriculum-materials/assessment</a>)</p> <p>➤ Established Primary/Secondary links will create a programme of study to ensure a seamless transition of skills, knowledge and understanding from Early level to third/fourth level within science enquiry.</p>			
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**Priority 2: Consistency in practice in learning and teaching through MTV routines**

**HGIOS 4 / HGIOELC Q.Is1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2 / SACP 1,2/ CSP 1,2 / ESP 2, 3, 4 / NIF 1, 2**

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<b>CLUSTER PRIORITY - MTV</b>			
<ul style="list-style-type: none"> <li>➤ Improve the Teaching and Learning experience and make young people more actively engaged in the learning process in order to build confidence in learners.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Improve consistency across the cluster through professional learning and embedding thinking routines into classroom practice.</li> <li>➤ CLP sessions for all staff delivered by MTV ambassadors and lead learners.</li> <li>➤ Making full use of SAC blogs and shared resources through the creation of a networking group.</li> <li>➤ Introduction of Focus of the Fortnight, routines shared with all staff to trial. By the end of the session staff will have a booklet of routines to use.</li> <li>➤ Staff and pupil evaluations will be carried out in December and May.</li> </ul>	<p>September 2023-June 2024</p>	<ul style="list-style-type: none"> <li>➤ Through staff and pupil evaluation in December and May</li> <li>➤ Peer and SLT Classroom observations across cluster</li> </ul>

**Maintenance Agenda**

**We will maintain progress in the following areas:**

Maintenance Agenda	Outdoor Learning	Dyslexia Friendly School	Science/ Technology	HWB (Health & Well Being)	Digital Schools	Professional Update PDR/PRD	Self-Evaluation
HGIOELC HGIOS 4	QI 1.5	QI 1.3		QI 3.1		QI 1.2, 1.5	QI 1.1
Person Responsible	All Teaching Staff Mhairi Gibson	Amanda Holland	Helen Hamilton	Avril Foakes Allison Eaglesham	Debbi McVie	SMT	SMT

**Maidens PEF Budget**

Strategic Objectives	Non-Staff Intervention/resource/ CLPL	Cost
<ul style="list-style-type: none"> <li>• <i>South Ayrshire Council Plan;</i></li> <li><b>2. Reduce poverty and disadvantage</b></li> <li><b>3. Enhanced Environment through social cultural and economic activities.</b> <ul style="list-style-type: none"> <li>• <i>Educational Services Plan and National Improvement Framework Priorities</i></li> </ul> </li> <li><b>3. Improvement in children and young people's health and wellbeing</b> <ul style="list-style-type: none"> <li>• <i>Children's Services Plan</i> <ul style="list-style-type: none"> <li><b>1. Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.</b></li> </ul> </li> </ul> </li> </ul>	<p>Teacher 1 day per week with role of Improvement Co-ordinator</p>	<p align="center">£12,824</p>
		<p align="center">£12,824</p>