

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

SCHOOL IMPROVEMENT PLAN: 2024-2025



South Ayrshire Vision



What are we trying to achieve?

Our Journey



We want to go on a journey to ensure **families in South Ayrshire are at the heart of everything we do**, and where their wellbeing is our top priority.

With a focus on **prevention and early intervention** we will work to empower families living in South Ayrshire. We will work with families in a way that values the unique needs and perspectives of each family member.

We will ensure those working in our services have **access to the resources, training, and the support they need** to achieve our shared goal, and where they can overcome any challenges that come their way.

We will help build strong and **resilient communities** where families are supported to thrive, and where every member is **valued and included**. This is our whole family approach.

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 of discovery.

Success is experienced across the curriculum and beyond with

Helpful staff and families working together for our young people.

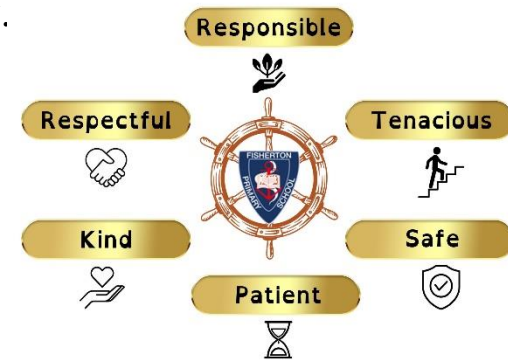
Everyone has a voice in our learning community and we strive to model

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

Tenacious attitudes and motivation encourage our pupils to strive to give their best.

Opportunities to develop skills are welcomed and

Nurturing, patient approaches help our children grow and learn together.



Values

Safe, Kind, Patient, Responsible, Respectful, Tenacious



“Reach for the StaRs, Keep Trying and have Pride”
Agreed by all pupils, parents and staff (September 2019) Revisited/revised October 2023



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

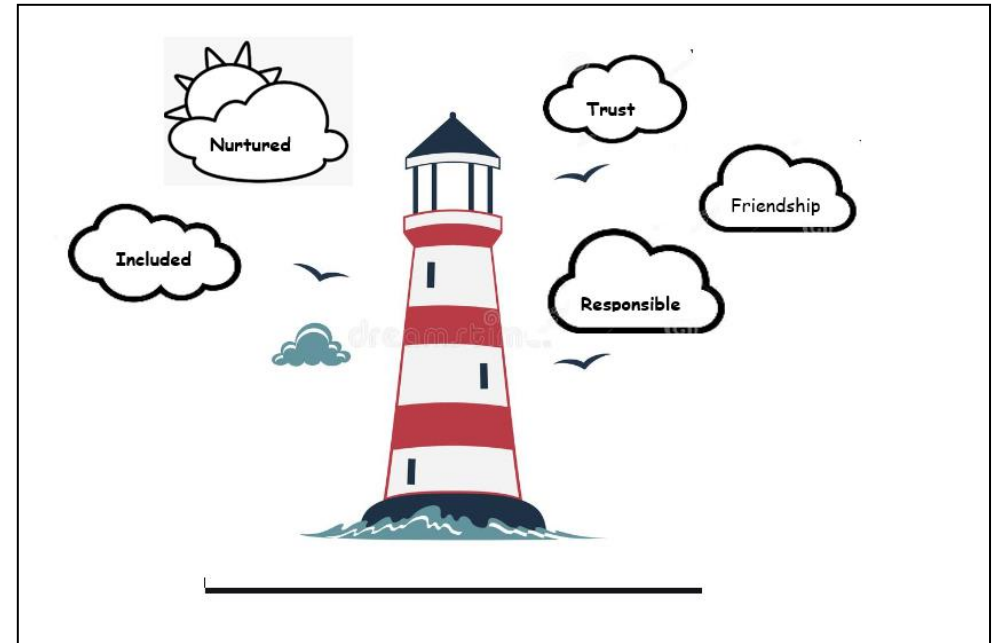
Inquisitive minds and are **nurtured** and

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

- **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

Summary Statement and Priorities

Using Self Evaluation, as a staff team, we reviewed the 2023-2024 School Improvement Plan (SIP). We have included our evaluation of this performance data review within our Standards and Quality 2024 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 and parent information sessions
- Pupil Questionnaires and pupil impact/feedback activities
- Self-evaluation using HGIOS 4 and Care Inspectorate HGIOELC
- Tracking, monitoring and evaluation of learning and teaching
- Questionnaires to pupils, parents and staff
- Professional dialogue at staff meetings and in-service
- Monitoring of pupil attainment and analysis of data during in-service and staff meetings
- PRDs

The priorities within the 2024-2025 School Improvement Plan were devised through consultation and feedback with staff and parents in Term 4, 2023-24 and will be further discussed with the Parent Council in September 2024, before being shared with all parents via the website in September 2024. 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 2024-2025

Our key priorities this year will be:

<p>Priority 1 Raising children and young people's attainment and achievement in Literacy and Numeracy.</p>		<p>To gain Reading Schools 'core' accreditation in the Scottish Book Trust Reading Schools Programme.</p>	<p>To ensure all staff are trained to provide high quality teaching and learning in Literacy and provide a progressive literacy programme.</p>	<p>Introduce 'Power Maths' to cultivate a mastery approach to mathematics. Aiming to build deep sustainable understanding and mathematical confidence. Developing resilience and Growth mindset in pupils.</p>	<p>Implement online planning process. Evaluate the implementation to ensure this is manageable and clearly identifies what has to be learned and assessed.</p>	<p>Implement feedback policy. Share learning with parents on a termly basis. Audit and share good practice of methods used to provide quality written or visual feedback through moderation across the schools.</p>	<p>Build on approaches in the EYC and infant class to improve vocabulary and communication, linking with Speech and Language colleagues. Continue to implement Early Talk Boost screeners and strategies to improve verbal communication skills.</p>
<p>Priority 2 To improve the quality and consistency of learning, teaching and assessment across the school.</p>		<p>Teachers plan for, share and ensure that the learners understand the focus of the learning and the criteria for successful learning.</p>	<p>Teachers use questioning, discussions and tasks to motivate learners, encourage deep thinking and to find out where the learners are in their learning.</p>	<p>Teachers give feedback in a way that identifies strengths and next steps in an ethos where errors are welcome.</p>	<p>Teachers provide opportunities for learners to support each other in terms of peer tutoring, working collaboratively and peer assessment.</p>	<p>Teachers support learners in understanding what and how they are learning – self-regulation.</p>	
<p>Priority 3 Enhance learners' experiences in Health and Wellbeing & Pupil Rights</p>		<p>To enhance learners' experiences by providing a progressive HWB programme with a focus on social and emotional health (PATHS).</p>	<p>Nurture principles to be embedded throughout the school and EYC with Nurture Policy shared with parents/carers & all staff.</p>	<p>Ensure children are safe, happy and settled at school with improved 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>Ensure continued development of children's rights and pupil voice.</p>	<p>Continue programme to improve/encourage pupil balance, confidence on wheels in the EYC.</p>	<p>Children's personal development and health and wellbeing will be enhanced through outdoor experiences.</p>

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

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>To develop confident and skilled readers with a lifelong love of reading and the confidence to access all aspects of education, culture and society</p> <p>To support staff to implement best practice through a culture of shared knowledge, collaboration and enquiry</p> <p>Increased attainment in literacy and numeracy for all children and therefore close the attainment gap.</p> <p>QI. 1.2, 1.3, 2.5, 3.2, 3.3</p>	<p>To gain Reading Schools 'core' accreditation in the Scottish Book Trust Reading Schools Programme.</p> <p>CLPL to introduce Maidens/Fisherton Literacy programme to raise attainment in reading, spelling, grammar and writing through consistent use of the Maidens and Fisherton 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>Introduce 'Power Maths' to cultivate a mastery approach to mathematics. Aiming to build deep sustainable understanding and mathematical confidence. Developing resilience and Growth mindset in pupils.</p> <p>Lead practitioner to engage in Sharing Pedagogies to Enhance Mathematical Practice in the BGE. Share learning from the planning and delivery of learning experiences across these themes within the TLC.</p>	<p>Ashley Gibson</p> <p>Keirie Grant</p> <p>Laura Martin/ Keirie Grant</p> <p>All Teaching Staff</p> <p>Keirie Grant</p>	<p>August 2024- April 2025</p> <p>August 2024- Dec2025</p> <p>August 2024 – June 2025</p> <p>October 2024 – April 25</p> <p>August 2024 – June 2025</p>	<ul style="list-style-type: none"> ➤ Achievement of Reading Schools accreditation at core level. ➤ Staff will have clear guidelines on the implementation and delivery of Literacy across Maidens and Fisherton. Pupils are motivated in their learning though high quality teaching and learning opportunities. ➤ 75% of children in P1,4,7 to achieve the expected CfE levels in reading by June 2025. ➤ There will be a range of quality decodable books available that align with the phonics programme in conjunction with South Ayrshire Reads ➤ Undertake baseline numeracy assessments in September 2024. Re-assess in May 2025. Majority (70%) of total children in P1, P4, P7 to attain age appropriate CfE levels and age equivalent standardised testing results (SNSA). ➤ Lowest 20% of children who are not achieving will receive targeted support ➤ Staff knowledge and confidence in teaching maths will increase pupil engagement in lessons ➤ All pupils will have an assessment evidence file

	<p>Build on current moderation opportunities and extend to other curricular areas, building staff confidence in use of 4 stages of progress.</p> <p>Implement online planning process. Evaluate the implementation to ensure this is manageable and clearly identifies what has to be learned and assessed.</p> <p>Implement feedback policy. Share learning with parents on a termly basis. Audit and share good practice of methods used to provide quality written or visual feedback through moderation across the schools.</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>Build on approaches in the EYC and infant class to improve vocabulary and communication, linking with Speech and Language colleagues. Continue to implement Early Talk Boost screeners and strategies to improve verbal communication skills.</p> <p>Extend the use of symbols to support and enhance younger children's communication skills.</p> <p>Provide opportunities for all children to explore digital technologies through play and learning. Utilise the South Ayrshire Digital Library.</p> <p>To continue to develop phonological awareness and a foster a love of reading and writing.</p>	<p>All Teaching Staff</p> <p>All Teaching Staff</p> <p>All early Years staff & EY Teacher</p> <p>All early Years staff & EY Teacher</p> <p>All early Years staff & EY Teacher</p> <p>All early Years staff & EY Teacher</p> <p>All early Years staff & EY Teacher</p> <p>All early Years staff & EY Teacher</p>	<p>October 2024 – June 25</p> <p>August 2024-October 2025</p> <p>August 2024-October 2025</p> <p>August 2024-April 2025</p> <p>August 2024- April 2025</p> <p>August 2024-June 2025</p> <p>August 2024-June 2025</p> <p>August 2024-June 2025</p>	<ul style="list-style-type: none"> ➤ Reading, writing and maths assessments moderated across the two schools. Reading, writing and maths is tracked and discussed through learning conversations and tracking meetings. Moderation will show where supports are required and teacher will work with target pupils. Staff will feel more confident using the 4 stages of progress. ➤ Through monitoring it will be clear that all staff are engaging with online planning and any feedback and adjustments will be made. Planning templates evaluated and reviewed accordingly. ➤ Improvement within jotters will be measured through jotter audits and cross-school moderation. ➤ Evidence of clear verbal communication in e-profiles & witnessed by EY staff. ➤ Identified pupils will undertake pre and post measures for Talkboost. ➤ Assess in October using Developmental Milestones in order to track pupil progress. Re-assess developmental milestones in May to show value added from October so that all children achieve 85% of their Literacy milestones. ➤ Evidence of pupil engagement with a variety of digital technologies will be evident in profiles and floorbooks. ➤ Evidence of emergent reading skills, regularity of borrowing from library, evidence of children engaging in mark making activities in floorbooks, profiles etc.
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Improving Pedagogy & Equity Programme: School Improvement Planning 2024-2025



South Ayrshire Service Plan Priority 2: Outstanding Learning, Teaching and Assessment					
Priority 2: To improve the quality and consistency of learning, teaching and assessment across the school.					
Aims	Actions	Intended Impact	Resources	Measures	Completion Date
<p>To raise attainment and close the poverty-related attainment gap.</p> <p>To give confidence to teachers in understanding the importance of reflecting on and improving pedagogy.</p> <p>To increase teacher confidence in embedding the 5 key formative assessment strategies into ongoing everyday practice to ensure measurable improvement for learners.</p>	<p><u>All teachers:</u> Attend Workshop 1: Introduction to the Improving Pedagogy & Equity (IPE) Programme and The Improving Teacher. Introduced to Dylan Wiliam: EMBEDDED formative Assessment (BOOK). Complete Initial Self-Evaluation and Professional Learning Log. Read Chapter 3 of 'EMBEDDED formative assessment' by Dylan Wiliam before attending Workshop 2 in October 2024.</p>	<p>Teachers plan for, share and ensure that the learners understand the focus of the learning and the criteria for successful learning.</p> <p>Teachers use questioning, discussions and tasks to motivate learners, encourage deep thinking and to find out where the learners are in their learning.</p> <p>Teachers give feedback in a way that identifies strengths and next steps in an ethos where errors are welcome.</p> <p>Teachers provide opportunities for learners to support each other in terms of peer tutoring, working collaboratively and peer assessment.</p> <p>Teachers support learners in understanding what and how they are learning – self-regulation.</p>	<p>IPE Professional Learning Log.</p> <p>'EMBEDDED formative assessment' by Dylan Wiliam (book).</p> <p>Padlet of resources (including presentation materials) to support further professional learning.</p> <p>Our IPE Learning Journey Presentations</p>	<p>Teacher Self-evaluation (pre and post)</p>	<p>September 2024</p>
	<p><u>All teachers:</u> Attend Workshop 2: Clarifying, sharing, and understanding Learning Intentions & Success Criteria. Complete Professional Learning Log. Read Chapter 4 of 'EMBEDDED formative assessment' by Dylan Wiliam before attending Workshop 3 in November 2024.</p>			<p>Classroom observation notes, feedback (peers, SLT).</p>	<p>October 2024</p>
	<p><u>All teachers:</u> Attend Workshop 3: Eliciting evidence of learning and Quality questions. Complete Professional Learning Log. Read Chapter 5 of 'EMBEDDED formative assessment' by Dylan Wiliam before attending Workshop 4 in January 2025.</p>			<p>Staff professional development and review process.</p>	<p>November 2024</p>
	<p><u>All teachers:</u> Attend Workshop 4: Feedback that moves learners forward. Complete Professional Learning Log. Read Chapter 6 of 'EMBEDDED formative assessment' by Dylan Wiliam before attending Workshop 5 in February 2025.</p>			<p>Staff planning and evaluation documents.</p>	<p>January 2025</p>
	<p><u>All teachers:</u> Attend Workshop 5: Activating learners as instructional resources for one another. Complete Professional Learning Log. Read Chapter 7 of 'EMBEDDED formative assessment' by Dylan Wiliam before attending Workshop 6 in March 2025.</p>			<p>Tracking data on learner progress.</p>	<p>February 2025</p>
	<p><u>All teachers:</u> Attend Workshop 6: Activating learners as owners of their own learning. Complete Professional Learning Log. Prepare a 5-10 minute presentation on their IPE Learning Journey highlighting impact on learners and their practice. Share at Workshop 7 in May 2025.</p>			<p>Assessment data – summative and formative including teacher professional judgement.</p>	<p>March 2025</p>
	<p><u>All teachers:</u> Attend Workshop 7: Showcase – Our IPE Learning Journey. Share presentation – 5-10mins. Complete Professional Learning Log. Complete self-evaluation.</p>				<p>May 2024</p>

Priority 3: ENHANCING PUPIL EXPERIENCES IN HEALTH & WELLBEING & CHILDREN'S RIGHTS

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)
<p>Children and young people will experience a progressive social and emotional learning programme that teaches pro-social skills, emotion understanding, social problem-solving and self-control. QI 3.1</p> <p>Ensure children are safe, happy and settled at school with improved outcomes for all learners by focusing on wellbeing and removing barriers to learning, allowing our children and young people to reach their learning potential. QI 2.4</p> <p>Ensure continued development of children's rights and pupil voice. QI 3.1</p>	<p>Teachers will access Tree of knowledge mental well-being resource for inspiration and wellbeing support.</p> <p>Review HWB plans – plan curricular activities on 3 year overview of topical work. Create coherent and progressive curricular plan.</p> <p>Soft start and daily emotional check ins established in all classes and consistent across all stages.</p> <p>Nurture principles to be embedded throughout the school and EYC with Nurture Policy shared with parents/carers & all staff.</p> <p>Children's rights remain a high and visible priority throughout the school and EYC. Evaluation of progress and next level accreditation to be submitted.</p> <p>Wee HGIOS used with pupils as a tool for self-evaluation and improvement.</p> <p>Pupil questionnaires used to gather views.</p>	<p>Allison Eaglesham/All Teachers</p> <p>Leeanne Campbell/All Teachers</p> <p>Allison Eaglesham/Kerrie Grant</p> <p>All Staff</p> <p>All Staff/ Laura Martin Kerrie Grant</p> <p>Leeanne Campbell</p> <p>SLT</p>	<p>August 2024-June 2025</p> <p>October 2024 – June 2025</p> <p>August 2024-June 2025</p> <p>August 2024-June 2025</p> <p>August 2024-June 2025</p> <p>August 2024-June 2025</p>	<ul style="list-style-type: none"> ➤ Glasgow motivation and wellbeing Profile will be used to support monitoring and tracking of the wellbeing of children and young people. This will enable staff to focus on intervention and prevention. This will support dialogue in relation to evaluating progress in wellbeing and identifying next steps in supporting learner wellbeing. ➤ Ongoing discussions with staff regarding implementation of PATHS programme. Identify further support if required. ➤ 100% of children who are care provided by the Local Authority to have Boxall and Ecological assessments. ➤ Children identified for Nurture Group will have pre and post Boxhall Profiles completed to measure any impact. ➤ Learning Walks and learning conversations will demonstrate that the Six Principles of Nurture are evident in all classes. ➤ Children experiencing challenging circumstances will be supported in developing their social, emotional and cognitive skills within a nurturing environment. Children will have clear plans which

	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.	Kerrie Grant/Laura Martin	<p>November 2024-June 2025</p> <p>August 2024-June 2025</p> <p>August 2024-June 2025</p>	<p>identify challenges and supports required by the adults around them.</p> <ul style="list-style-type: none"> ➤ Measure children's self-control, emotional understanding, self-esteem, relationships and interpersonal problem-solving skills through teacher RAG rating pre and post implementation of PATHS programme. ➤ Analysis of wellbeing wheel scores - termly ➤ Termly analysis of bullying/anti-social behaviour incidents in school. ➤ RRSA Silver /Gold Evaluation ➤ Rights Respecting Schools display in each school as well as 'Right of the Week/Fortnight' displayed in each classroom (evident through SLT Learning Walks) ➤ Evidence of pupil voice – Wee HIGIOS, Pupil questionnaires/surveys ➤ Committee meeting minutes ➤ All pupils within both schools will have a role within a committee
Continue programme to improve/encourage pupil balance, confidence on wheels.	<ul style="list-style-type: none"> ➤ Staff training 'Play on Pedals' (SAC). ➤ Evaluate current suitability of resources and Purchase pedal bikes & helmets if required 	Louise McPhee Joanne Crane Debbie McPhee Aileen Gemmell	August 2024-June 2025	<ul style="list-style-type: none"> ➤ Increase in the number of pupils who can confidently ride a pedal or balance bike independently.
<p>Children will become aware of, appreciate and value nature, urban greenspace and wild landscapes.</p> <p>Children's personal development and health and wellbeing will be enhanced through outdoor experiences.</p>	<ul style="list-style-type: none"> ➤ Complete the development of a coherent and progressive Whole School Outdoor Learning Programme, incorporating SAC Overview of Outdoor Experiences, ensuring that children will continue to experience regular outdoor learning in their immediate locality and further afield. ➤ Staff will develop clear planning and recording of outdoor 	<p>SLT</p> <p>All teaching staff</p>	August 2024-June 2025	<ul style="list-style-type: none"> ➤ Children will have: Improved physical health, Improved wellbeing, Enhanced child development & Improved connection to nature ➤ Termly Evaluation of Outdoor Learning Plans ➤ Pupil surveys and wellbeing questionnaires will reflect the impact of outdoor learning

<p>Children will be equipped with the knowledge, skills and attributes to act more thoughtfully, ethically and responsibly as citizens and contributors of a global society.</p> <p>Children will have positive outdoor experiences accessing their own outdoor play areas and the natural environment locally.</p>	<p>experiences and link assessment to Meta Skills Framework (Skills Development Scotland)</p> <ul style="list-style-type: none"> ➤ Classes across both schools will link up for outdoor learning on a minimum of termly basis and teachers will plan collegiately for this 			
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Appendix 2 – Cluster Improvement Plan

<p>Priority 1: To focus on achieving progressive learning and teaching approaches which enhance transition experiences and pupil confidence 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</p>			
<p>What Outcomes Do We Want To Achieve?</p>	<p>How Will We Achieve This? (Intervention Strategies)</p>	<p>Start and Finish Dates</p>	<p>How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)</p>
<p>Cluster Priority: Transition</p>			
<ul style="list-style-type: none"> ➤ Children will experience progressive learning and teaching approaches in all schools across the Carrick cluster because of the development of curriculum transition plans and aims. ➤ Children will benefit from well planned transition activities that will lead to increased 	<ul style="list-style-type: none"> ➤ Cluster Transition Steering group consisting of Primary and Secondary leads, CLD, Active Schools, Campus Police, NCCB representatives and Education Scotland staff. ➤ Staff from Early Years, Primary and Secondary will engage in training on Curriculum Development. ➤ All Cluster Primaries will engage in the Alloway Tunnel Project which will provide opportunities for interdisciplinary learning. 	<p>August 2024 to June 2025</p>	<p>Pupil questionnaire - Transition Survey; beginning and end.</p> <p>Observations/Anecdotal dialogue about transition experience across cluster schools</p> <p>Staff evaluations following IDL activities.</p> <p>Most children will feel positive/confident about transitioning to the Academy.</p>

<p>confidence and reduce anxiety across P6-S1 transition.</p>	<ul style="list-style-type: none"> ➤ Head Teachers will collaborate with Education Scotland in a process which will assist to develop a shared Cluster Vision and Aims. ➤ Cluster meetings will take place throughout the session 2024/2025 with Curriculum Development as a key priority. ➤ Education Scotland to source key speakers and appropriate supports to assist the Cluster aims. ➤ Staff throughout the cluster will implement IDL activities that develop creativity, critical thinking, problem solving techniques which foster meta-skills for life learning and beyond. ➤ Established Primary/Secondary links will create a transition programme to ensure a seamless transition of skills, knowledge and understanding from P6 – S1. 		
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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	RRS
Person Responsible	All Teaching Staff	Christine Robertson Cheryl Mitchel	Helen Hamilton	Allison Eaglesham	Debbi McVie Leeanne Campbell	SMT	SMT	Kerrie Grant Laura Martin

Maidens PEF Budget

Strategic Objectives	Non-Staff Intervention/resource/ CLPL	Cost
<ul style="list-style-type: none"> • <i>South Ayrshire Council Plan;</i> 2. Reduce poverty and disadvantage 3. Enhanced Environment through social cultural and economic activities. <ul style="list-style-type: none"> • <i>Educational Services Plan and National Improvement Framework Priorities</i> 3. Improvement in children and young people's health and wellbeing <ul style="list-style-type: none"> • <i>Children's Services Plan</i> 	School Assistant 16.5hrs per week	£11,985

1. Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.		
		£11,985