



Monkton Primary School and Early Years Centre

IMPROVEMENT PLAN: 2023-24



As a GOLD Re-accredited Rights Respecting School, we acknowledge the importance of Article 3 in all we do: 'The best interest of the child must be top priority in all actions concerning children'.

VISION, VALUES & AIMS

Staff, parents and children reviewed and produced the following vision and aims for school (June 2020).

Vision

*At Monkton, we encourage and support every child to be the best they can be. Our ambition is to close the attainment gap by stretching and challenging all children. Children are encouraged to have high standards and be aspirational about their future. A school in the community as well as a community in the school. **At Monkton We Fly As High As The Sky!***

Prestwick Cluster Values

For a number of years the school has shared values with the other schools in the Prestwick Academy cluster. These are Honesty, Compassion, Respect, Responsibility and Equality. The cluster schools have also created 'Our Prestwick Promise' which is-

We aim to work collaboratively across the cluster, supporting and challenging each other to improve outcomes for children and young people and to help raise attainment for all.

We will work together across establishments to support equity and address gaps by sharing time, expertise and resources. By working collaboratively, we endeavour to reduce workload and provide consistent approaches, pedagogy and systems to promote high quality learning and teaching.

This year we have created a Prestwick Cluster Action plan.

Aims

Fantastic futures for all!

Learning life skills!

You have pride in the school!

Hard working children and helpful staff!

In Monkton, everyone is included!

Great learning experiences (including play)!

Heart of the Monkton community!



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

Priority 1: Improvement in attainment in Literacy.		*Please also see Prestwick Cluster Action Plan*		School as a Learning Organisation dimension(s): 1, 2, 3, 7	
HGIOS4/HGIOELC QI: 2.2 Curriculum, 2.3 Learning teaching and assessment , 2.4 Personalised support, 2.6 Transitions, 2.5 Family Learning, 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising Attainment and achievement		NIF Priority: Improvement in attainment, particularly in Literacy and Numeracy. Closing the attainment gap between the most and least disadvantaged children.	NIF Drivers: Assessment of pupil progress Teacher professionalism Performance information School improvement	LA Priority: Children’s Services Plan 2020/23 – Outstanding universal support , Love and support for our care experienced young people and young carers and Tackling inequalities Educational Services Recovery and Improvement Plan 2021-24 - Priorities 1 and 2	
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?	
Learners will experience a high quality Literacy curriculum with pathways tailored to their needs and interests.	<ul style="list-style-type: none"> Review short, medium and long term planning within the school and EYC making changes to formats / processes where necessary to ensure continuity, consistency and progression. Focus on child initiated planning especially in the early years e.g. using floor books – staff training (online – Mindstretchers) / sharing of good practice to be undertaken. Focus on pace to ensure all pupils are achieving and being fully challenged. CLPL for teachers on differentiation and time to self-reflect on classroom practice. Changes made which are then evident in classroom. Share strategies with parents to help them to support their child with Literacy at home including through home learning and the use of technologies. Work collaboratively with colleagues across the school, cluster, authority, SWEIC and beyond to support the progression and to share good practice. 	HT / DHT (Class Teachers EYPs Support Staff all involved)	Ongoing	<ul style="list-style-type: none"> Use Monkton Learning and Teaching policy to evaluate against practice. Moderation and monitoring across stages / levels including Pupil Progress meetings (2 per year) & Learning Walks Collaboration amongst staff. Pupil Voice. Parental Feedback. Visits to other schools / EYCs. HGIOS 4 self-evaluation. 	
Learners will increase their attainment in Literacy. They will improve their skills in reading, writing, listening and talking and use these skills effectively across the curriculum.	<p>* SEE SOUTH AYRSHIRE READS PLAN BELOW FOR MAIN LITERACY FOCUS FOR 2023/24 *</p> <ul style="list-style-type: none"> Continue on our journey of developing play based pedagogy from Early Years through to Primary 3 using played based resources including Block Play. Continue Accelerated Reader with P3-7 pupils - use in daily practice, monitoring individual progress rigorously. Continue reward system to encourage and motivate readers to sustain progress. Share achievements at assemblies. Continue to use whole class novels including Read Woke texts within the classroom. Develop a VCOP checklist for writing which pupils can use for self and peer assessment purposes. To introduce Makaton and No Pens Wednesdays to promote total communication within the school / EYC. Continue cluster assessment programme for Literacy (EYC – P7) and embed the SAC tracking system to ensure robust tracking of progress in Literacy. Assessment information to be shared with parents. Analyse assessment data and carry out Pupil Progress Meetings to identify individual needs and plan how to meet those needs including for the more able. Through lesson observations, identify key aspects of learning and teaching which are having a positive impact on Literacy attainment and those which need to be improved. In the EYC, staff should implement group time e.g. story time consistently as part of the daily EYC routine. Staff to undertake BookBug training to support and also lead sessions with parents. EYC staff work with families to share Developmental Milestones in Literacy to support attainment and ensure early intervention and identification of any support needs. Milestones reviewed again in P1. Continue to develop creative ways to provide family learning opportunities to show parents how to support children’s progress in Literacy from EYC – P7 including PEEP for EYC, ‘Book Bug’ and ‘Read, Write, Count’. 	HT / DHT (Class Teachers EYPs Support Staff all involved)	Ongoing Termly review	<ul style="list-style-type: none"> Moderation and monitoring across stages / levels including Pupil Progress meetings (2 per year) & lesson observations. Floor books, Care Plans, self-evaluation and tracking (EYC). Pre-school children achieve 8 or more Communication and Language developmental milestones May ’23 Target May ’24 80% 90% 90% of children at P1, P4 and P7 stages reaching age appropriate levels in Standardised Assessments. CfE attainment in Literacy and English May ’23 Target May ’24 P1 85% 90% P4 73% 90% P7 77% 90% P3, P5, P6 and P7 Literacy GL Assessments Staff feedback from CLPL. Parent and Pupil feedback inc. surveys. 	
Close the attainment gap in Literacy between the most and least disadvantaged. (see PEF plan & rationale for details)	<ul style="list-style-type: none"> Continue level of rigour and scrutiny of the progress being made by targeted groups including those being tracked through PEF – care experienced children, children living in SIMD 1-2 or in receipt of Free School Meals (FME). Also target specific families where there is a greater need for involvement. Continue to embed Literacy interventions throughout the school. Staff to make effective use of the Staged Intervention (STINT) and TAC processes to ensure that the individual needs of pupils are identified and met. 	HT, DHT (Pupil Support Co-ordinator) and ASfL teacher	Ongoing Termly review	<ul style="list-style-type: none"> 90% of PEF tracked children are at age appropriate Literacy levels. Tracking, monitoring and reviewing of Interventions. Assessment following interventions. Staged Intervention Plans – reviewed twice per year. TAC process. 	

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>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</p> <p>To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry</p>	By June 2023 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.		June 2023
	By June 2023 all clusters will have an identified SAR link person to direct enquiries / requests to.		<i>South Ayrshire Reads</i> strategy document and MS Team		June 2023
	By end of August 2023 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>		August 2023
	By April 2024 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		April 2024
	By April 2024 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		April 2024
	By September 2023 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		April 2024
	By February 2024 ALL school assistants will have had the opportunity to attend in-person Supporting Children with Reading training		Training will take place on both October 2023 and February 2024 Inservice days		October 2023 February 2024

Priority 2: Improvement in attainment in Numeracy.		*Please also see Prestwick Cluster Action Plan*		School as a Learning Organisation dimension(s): 1, 2, 3, 7													
HGIOS4/HGIOELC Q1: 2.2 Curriculum, 2.3 Learning teaching and assessment , 2.4 Personalised support, 2.6 Transitions, 2.5 Family Learning, 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising Attainment and achievement		NIF Priority: Improvement in attainment, particularly in Literacy and Numeracy. Closing the attainment gap between the most and least disadvantaged children.		NIF Drivers: Assessment of pupil progress Teacher professionalism Performance information School improvement													
LA Priority: Children’s Services Plan 2020/23 – Outstanding universal support , Love and support for our care experienced young people and young carers and Tackling inequalities Educational Services Recovery and Improvement Plan 2021-24 - Priorities 1 & 2																	
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?													
Learners will experience a high quality Numeracy and Mathematics curriculum with pathways tailored to their needs and interests.	<ul style="list-style-type: none"> Review short, medium and long term planning within the school and EYC making changes to formats / processes where necessary to ensure continuity, consistency and progression. Focus on child initiated planning especially in the early years e.g. using floor books – staff training (online – Mindstretchers) / sharing of good practice to be undertaken. Focus on pace to ensure all pupils are achieving and being fully challenged. CLPL for teachers on differentiation and time to self-reflect on classroom practice. Changes made which are then evident in classroom. Share strategies with parents to help them to support their child with Numeracy and Mathematics at home including through home learning and the use of technologies. Work collaboratively with colleagues across the school, cluster, authority, SWEIC and beyond to support the progression and to share good practice. 	HT / DHT (Class Teachers EYPs Support Staff all involved)	Ongoing	<ul style="list-style-type: none"> Use Monkton Learning and Teaching policy to evaluate against practice. Moderation and monitoring across stages / levels including Pupil Progress meetings (2 per year) & Learning Walks Collaboration amongst staff. Pupil Voice. Parental Feedback. Visits to other schools / EYCs. HGIOS 4 self-evaluation. 													
Learners will increase their attainment in Numeracy and Mathematics. They will transfer learnt skills to problem solve effectively across the curriculum.	<ul style="list-style-type: none"> Continue on our journey of developing play-based pedagogy from Early Years through to Primary 3 using played based resources including Block Play. Continue to use a variety of Numeracy resources such as Big Maths, Sumdog, Education City and White Rose Maths. To embed Concrete, Pictorial and Abstract approaches. To streamline planning and resources to ensure that natural opportunities and topics are used to teach real life Numeracy and mathematic skills which are transferable. Continue cluster assessment programme for Numeracy (EYC – P7) and embed the SAC tracking system to ensure robust tracking of progress. Assessment information to be shared with Analyse assessment data and carry out Pupil Progress Meetings to identify individual needs and plan how to meet those needs including for the more able. Through lesson observations, identify key aspects of learning and teaching which are having a positive impact on Numeracy attainment and those which need to be improved. EYC staff work with families to share Developmental Milestones in Numeracy to support attainment and ensure early intervention and identification of any support needs. Milestones reviewed again in P1. Continue to develop creative ways to provide family learning opportunities to show parents how to support children’s progress in Numeracy inc. EYC PEEP sessions and ‘Read, Write, Count’. 	HT / DHT (Class Teachers EYPs Support Staff all involved)	Ongoing Termly review	<ul style="list-style-type: none"> Moderation (comparing planned evidence) and informal monitoring across stages and levels including Pupil Progress meetings (2 per year) and lesson observations. Floor books, Care Plans, self-evaluation and tracking. Pre-school children achieve 8 or more Numeracy and Mathematics developmental milestones May '23 - 100% Target May '24 - 100% 90% of children at P1, P4 & P7 stages reaching age appropriate levels in Standardised Assessments. CfE attainment in Numeracy <table border="1"> <thead> <tr> <th></th> <th>May '23</th> <th>Target May '24</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>80%</td> <td>90%</td> </tr> <tr> <td>P4</td> <td>73%</td> <td>90%</td> </tr> <tr> <td>P7</td> <td>81%</td> <td>90%</td> </tr> </tbody> </table> P3, P5, P6 and P7 Numeracy GL Assessments Staff feedback from CLPL. Parent & Pupil feedback including annual surveys. 			May '23	Target May '24	P1	80%	90%	P4	73%	90%	P7	81%	90%
	May '23	Target May '24															
P1	80%	90%															
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Close the attainment gap in Numeracy between the most and least disadvantaged. (see PEF plan /rationale for more detailed information)	<ul style="list-style-type: none"> Continue level of rigour and scrutiny of the progress being made by targeted groups including those being tracked through PEF – care experienced children, children living in SIMD 1-2 or in receipt of Free School Meals (FME). Also target specific families where there is a greater need for involvement. Continue to embed Numeracy interventions throughout the school. Staff to make effective use of the Staged Intervention (STINT) and TAC processes to ensure that the individual needs of pupils are identified and met. 	HT, DHT (Pupil Support Co-ordinator) and ASfL teacher	Ongoing Termly review	<ul style="list-style-type: none"> 90% of PEF tracked children are at age appropriate Numeracy levels. Tracking, monitoring and reviewing of Interventions. Assessment following interventions. Staged Intervention Plans – reviewed twice per year. TAC process. 													

Priority 3: Improve the HWB of children at Monkton PS/EYC		*Please also see Prestwick Cluster Action Plan*		School as a Learning Organisation dimension(s): 1, 2, 5, 6		
HGIOS4/HGIOELC Q1: 2.1 Safeguarding and child protection, 2.4 Personalised support, 2.5 Family learning, 3.1 Wellbeing, equality and inclusion, 3.2 Raising attainment and achievement		NIF Priority: Improvement in children and young people's Health and Wellbeing	NIF Drivers: Assessment of pupil progress Teacher professionalism	LA Priority: Children's Services Plan 2020/23 – Outstanding universal provision, Tackling inequalities, good physical and mental health and wellbeing and promoting Children's Rights Educational Services Recovery and Improvement Plan 2021-24 - Priority 3		
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?	
Learners will experience a high quality HWB curriculum with pathways tailored to their needs and interests.	<ul style="list-style-type: none"> Review short, medium- and long-term planning within the school and EYC making changes to formats / processes where necessary to ensure continuity, consistency and progression. Focus on child-initiated planning for HWB and other areas especially in the early years e.g. using floor books – staff training (online – Mindstretchers) / sharing of good practice to be undertaken. Share strategies with parents to help them to support their child with HWB and other curricular areas at home including through home learning and the use of technologies. Work collaboratively with colleagues across the school, cluster, authority, SWEIC and beyond to support the progression and to share good practice. Reflect further on Nurture data gathered last session and identify next steps including delivering Nurture CLPL to increase practitioner knowledge and understanding of the six principles of Nurture. Create whole school Nurture policy to ensure consistency of support across the school. 		HT / DHT (Class Teachers EYPs, Support Staff)	Ongoing	<ul style="list-style-type: none"> Moderation and monitoring across stages / levels including Pupil Progress meetings (2 per year). Collaboration amongst staff. Pupil Voice and parental Visits to other schools / EYCs. HGIOS 4 self-evaluation. Feedback following CLPL. 	
Learners' physical, emotional and mental wellbeing will improve in school, EYC and at home.	<ul style="list-style-type: none"> Analyse wellbeing web data to monitor progress and identify concerns . Review and update Respectful Relationships policy with pupils, staff and parents in order to tighten up on low level disruption / learning time wasted and promote a positive whole school ethos with meaningful rewards where our values are lived by all. Include Nurture principles – link with Nurture policy. Aiming for reduced incidents in corridors / playground e.g. running in corridors, toilets being messed up and less conflict outside. Develop outdoor learning / play / areas to include more resources for all to use – more equipment and development of specific areas. Review school Anti-Bullying Policy and provide linked learning opportunities so that children understand what bullying is and how it can be prevented. Work through 'Respect Me' Award for this. EYC staff work with families to share Developmental Milestones in HWB to ensure early intervention. Be being mindful of Cost of School Day implications when planning school activities / events. Continue to use SAC's new outdoor learning planner to ensure progression of skills in this Develop creative ways to provide family learning opportunities to support children's progress in HWB and to show parents how to support from EYC – P7 including EYC PEEP sessions . Promote good attendance with pupils / parents. Follow SAC policy on attendance – if attendance of a pupil drops below 90% then letter is sent home to parents. Work towards Digital Skills or Digital Wellbeing Award and involve more digital platforms e.g. Spheros. Implement the PATHS programme in the EYC and P1 led by an EYP. Pupils and staff to have leadership roles at all levels – take the lead for an area of curriculum and also lead pupil groups. EYPs to use 'Step into Leadership' resources to develop in this area. Promote wearing of uniform for all P1-P7 pupils to ensure identity and an affinity with learning. 		HT / DHT (Class Teachers EYPs Support Staff all involved)	Ongoing Termly review	<ul style="list-style-type: none"> Wellbeing Webs used to measure the wellbeing of all children across the school from P.1-7. Floor books and Care Plans (EYC). Pre-school children achieve Health and Wellbeing 8 or more developmental milestones May '23 Target May '24 90% 95% Parent and Pupil feedback including annual surveys. Improvements in results for bullying and behaviour. Increased attendance – 92.9% to 95%. Reduction in logged bullying incidents - reduce incidents from 2 to 0. CfE attainment in HWB May '23 Target May '24 P1 90% 95% P4 92% 95% P7 90% 95% Parent and Pupil feedback about the impact of family learning. 	
Children will benefit from and participate in an increased range of personal choice activities.	<ul style="list-style-type: none"> Further develop business and community links within the local area. Continued development of activities (including non-sport) to promote the wellbeing of children, particularly for targeted groups of children e.g. re-introduction of lunchtime and after school clubs. School and EYC continue to work in partnership with Active Schools to target individuals / year groups. Continue pupil groups to help to develop pupil leadership skills. Have a focus on World of Work / masterclass type activities in order to Develop the Young Workforce. Keep 'Food Technology' outcomes to the end of term / session. 		HT / DHT (Class Teachers EYPs, Support Staff all involved)	Ongoing Termly review	<ul style="list-style-type: none"> Sustainable links continued or developed with local businesses and community group from 5 links to 10 links. Participation rates in out of school activities increased to 95%. 	

Appendix 1 – Budget (Related to PEF) - £19600

Priority	Staffing costs	Resources/ other	Total
Priorities 1, 2 & 3	School Assistant (25.5 hours per week)		£19,385
Priorities 2 & 3		ASN resources / interventions and top ups	£215
			£19,600

See PEF plan and rationale for more details.