



Monkton Primary School and Early Years Centre

IMPROVEMENT PLAN: 2024 - 2025



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'.

Our Vision, Values and Aims (UNCRC Article 2 and 29)

Our 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!***

Our Values

The school values are **Honesty, Compassion, Respect, Responsibility and Equity.**

For a number of years, the school has shared values with the other schools in the Prestwick Academy cluster.

The cluster schools have 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."*

Each year, we create a Prestwick Cluster Action plan which we work together on throughout the school session.

Our 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

- **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



the promise

- All staff within the school and EYC will develop an

Desired Outcomes

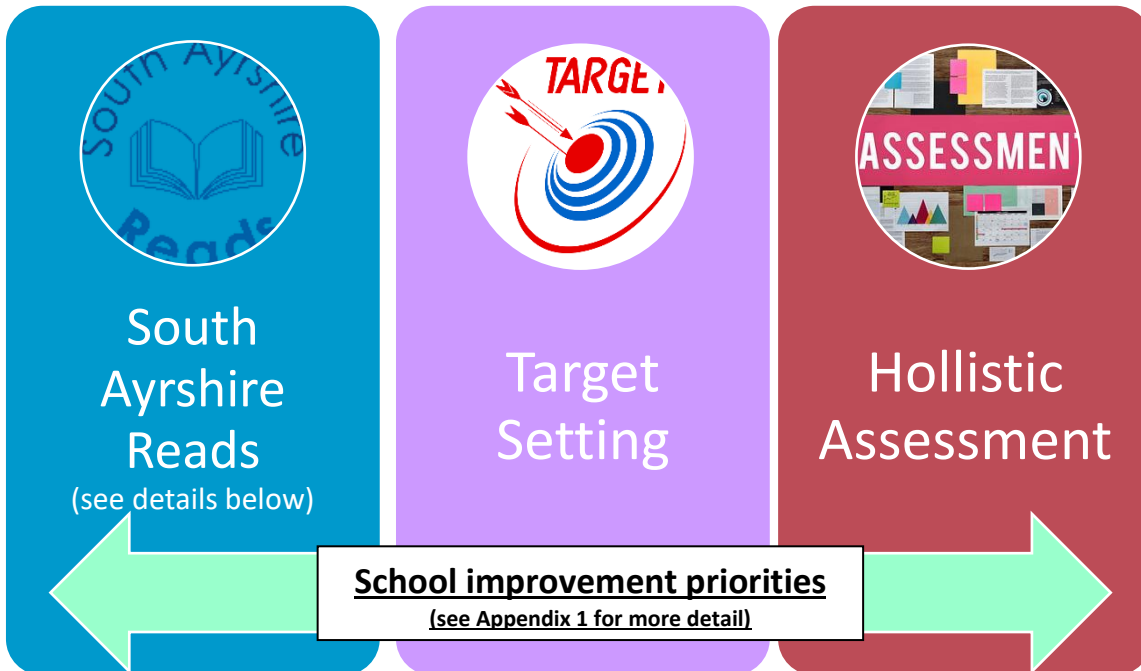
initiatives, this will be enhanced by completing The Promise Education Award by June 2025.

- All staff will support learners with experience of care to provide improved wellbeing and in turn work towards improved educational outcomes. Aim is that 85% of Care experienced young people are achieving expected, stage appropriate CfE level.



**IMPROVEMENT PLAN:
2024 - 2025**

EYC improvement priorities
(see Appendix 1 for more detail)



Budget (Related to PEF) - £19,600

Priority	Staffing costs	Resources/ other	Total
Priorities 1, 2, 3 & 4	School Assistant (26.5 hours per week)		£19,249
Priorities 1 & 4		ASN resources / interventions and top ups	£351
			£19,600

See PEF plan and rationale for more details of PEF plan for 2024-25.

Appendix 1



Improvement Planning 2024-2025

PHASE 2 SCHOOLS / CENTRES – Monkton Primary and EYC

Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment Education Improvement Plan 2023-2026)						
SAR Strategic Plan Priority: To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire SAR Strategy 2023-2026						
ALL SOUTH AYRSHIRE SCHOOLS 2024-2025						
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 2024 ALL Phase 2 schools will have an identified Reading Leader with responsibility for facilitating and leading reading development within their setting.	<p>The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders within Phase 2 Schools</p> <p>School aim is to raise attainment in reading – in P1, from 79% of pupils achieving Early Level (2023-24) to 85% in 2024-25, in P4, from 84% of pupils achieving First Level (2023-24) to 85% in 2024-25 and in P7, from 80% of pupils achieving Second Level (2023-24) to 85% in 2024-25.</p> <p>EYC aim is to increase % of children achieving 8 or more Communication and Language developmental milestones – up from 55% in 2023-24 to 75% in 2024-25. This will help children as they transition into P1.</p>	All reading leaders can attend 3 half day sessions (September 2024, November 2024, January 2025) focusing on driving change to raise attainment in reading.	LW	June 2024	
	By June 2024 ALL Phase 2 schools will have a collaborative partnership to ensure collective efficacy and an established approach to looking outwards.		<ul style="list-style-type: none"> Bespoke partnership CLPL responsively planned and reviewed in line with contextual needs. Meeting and session dates agreed. Bespoke roadmaps created. 	HM		
	By June 2024 ALL P4 and P7 practitioners in Phase 2 schools will have had the opportunity to evaluate pupil readiness for learning and reading for pleasure.		Phase 1 schools will complete simple MS Form asking for number of children at key transition points who are able to access curriculum at next stage in learning and those who regularly read for pleasure.	SL		
	By September 2024 ALL Phase 2 practitioners will have had the opportunity to take part in a SAR collaborative launch.			<ul style="list-style-type: none"> August Inservice Day SAR Launch Access to SAR Professional Learning MS Team Link to SAR update video to be shared with school community 	SL	September 2024
	By April 2025 ALL Phase 2 education staff will have had the opportunity to re-engage with Universal CLPL sessions.			Catch-up CLPL in Phonological Awareness; Phonics and Fluency – multiple dates available.	LW/HM	April 2025
	By June 2025 ALL Phase 2 education staff will have had the opportunity to engage in bespoke high-quality CLPL.			All CLPL based on Science of Reading with particular focus on <i>embedding</i> phonological awareness, phonics, fluence and vocabulary.	HM	June 2025
	By June 2025 ALL Phase 2 education staff will have had the opportunity to develop their practice in collaboration with the SAR team.			Collaboration activities include workshops; modelled lessons; professional discussions; coaching sessions	JW	
	By June 2025 ALL Phase 2 establishments will have had the opportunity to engage with assessment implementation and data analysis from their setting.			Access to CLPL sessions focussed on interpretation, analysis and evaluation of their pupils' phonics and/or fluency attainment to measure impact and inform next steps.	LW	
	By June 2025 ALL Phase 2 school will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities			<ul style="list-style-type: none"> Reading Schools Accreditation Communication Friendly Environments Developing writing through SAR 	SL LC SL	
	By June 2025 ALL parents will have had opportunity to engage with workshops and learning sessions based on supporting their child's reading development.			<ul style="list-style-type: none"> Reading Leader will attend SAR led session prior to delivery of Parent Engagement Workshop Notification of and access to authority SAR family engagement session / resources 	LW	

Monkton Primary School Session 2024-25



South Ayrshire Reads Year Two Launch

Friday 16th
August 2024
13:30-15:30
Venue: TBC



School Assistant Input

Tuesday 27th
August 2024
13:45 - 14:45
Venue: Monkton PS



Progression & Assessment

Tuesday 27th
August 2024
15:30 - 17:00
Venue: Monkton PS



Embedding Practice into the Classroom

Tuesday 10th
September 2024
15:30 - 17:00
Venue: Muirhead PS



Conversation Cafe

Thursday 21st
November 2024
15:15 - 16:15
Venue: Monkton PS



Advanced Phonics: Morphology

Tuesday 21st
January 2025
15:30 - 17:00
Venue: Tarbolton PS



Bespoke Session

Thursday 24th
April 2025
15:15-16:45
Venue: Monkton PS



SLT/ SAR Planning

May 2025



Vocabulary

Thursday 6th
March 2025
15:30 - 17:00
Venue: Monkton PS

Key

- Partnership Sessions
- School Only
- Phase 2 Cohort
- Assessment Window





Monkton EYC

Initial Visit
Wed 12th June 2024

Phonological
Awareness (1)
Wed 21st Aug
2024



Workshop 1
Phonological
Awareness
Playground
Mon 9th
September 2024



Literacy Lead Meeting
4th September 2024



Phonological
Awareness (2)
Tue 29th
October 2024



Review
Dec 2024



Workshop 2
Modelling
Monday 4th
November 2024



Workshop 3
Led by Literacy Lead



Bespoke 4
Early Writing Skills
Monday 12th May
2025



Bespoke 3
Vocabulary
Tuesday 28th Jan
2025



Workshop 4
Led by Literacy Lead



Priorities 2 and 3 – Learning, Teaching and Assessment

HGIOS4/HGIOELC QJ: 2.3 Learning teaching and assessment 2.4 Personalised support 2.6 Transitions 3.2 Raising Attainment and achievement	LA Priorities: Outstanding learning, teaching and assessment Voice: Involving children and young people in decision making	NIF Priority: 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 and Improvement in attainment, particularly in literacy and numeracy	NIF Drivers: Assessment of pupil progress Performance information School improvement		
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?
<p>Target Setting – to increase children’s ability to talk about their learning and to identify their learning targets</p>	<ul style="list-style-type: none"> Children will be supported by their teacher to create their own individual learning targets for Literacy and Numeracy. Teachers and pupils will agree a method for these targets to be recorded in an age / stage appropriate way. Targets will be shared with parents. Targets will be regularly evaluated and updated, sharing successes and areas for development. Targets will link to Staged Intervention if pupils have this. 		<p>Class teachers</p> <p>HT / DHT to monitor</p>	<p>August 2024 onwards</p>	<ul style="list-style-type: none"> Children will be able to talk about their learning and next steps. Increased attainment in Literacy and Numeracy – up by 3 percentage points for each stage. Observations of increased pupil motivation / engagement during learning walks. Sample groups during learning walks – DHT / HT to facilitate. Feedback from teachers, pupils and parents.
<p>Holistic Assessment – to develop effective, high quality, holistic assessments.</p>	<ul style="list-style-type: none"> Class teachers, DHT and HT to undertake CLPL, look at available exemplars and work together to create format for use across the school. Assessments to contain bundled Experiences and Outcomes (Es and Os). Assessments are rich tasks. Staff will moderate assessments once carried out and make any necessary adjustments / changes to improve the process. 		<p>Class teachers</p> <p>HT / DHT to moderate / review data</p>	<p>August 2024 onwards</p>	<ul style="list-style-type: none"> Data gathered from holistic assessments will be more detailed. Information will help support professional judgement of CfE levels. Assessment evidence will link to standardised assessment data. Feedback from teachers and pupils.
<p>EYC Planning , Tracking and Profiling - to continue to develop the planning cycle, tracking and profiling in the EYC. in the EYC while being responsive to children’s interests and with support and challenge clearly identified.</p>	<ul style="list-style-type: none"> Planning allows staff to provide experiences which will encourage independence and foster creativity in learners. When planning, staff will develop effective learning intentions and success criteria, and the Es and Os and PLODs which are specific. Staff will continue to use tracking sheets provided by the authority. The system for profiling will be improved and changed following the change from SeeSaw to Learning Journals and now back to paper profiles. The EY team will look at available exemplars and work together to create format for use across the EYC. Profiles will be child friendly so that children regularly discuss and record their target setting. These targets will link to their care plans so that the whole process is linked. 		<p>EYPs</p> <p>HT</p> <p>EY PT</p>	<p>August 2024 onwards</p>	<ul style="list-style-type: none"> Increased staff confidence. Increase to 90% of children who will achieve 8 or more of their developmental milestones in HWB, Language and Communication and Numeracy and Mathematics. Feedback from children, parents and EYPs.

Priority 4 – The Promise

HGIOS4/HGIOELC QJ: 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising Attainment and achievement	LA Priorities: Engaged and Included The Promise: Our commitment to Keeping the Promise	NIF Priority: 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.	NIF Drivers: Teacher professionalism Performance information School improvement		
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?
<p>Staff within school will develop an awareness and understanding of The Promise and all that is included within the national guidance and local authority initiatives, this will be enhanced by completing The Promise Education Award by June 2025.</p> <p>All staff will support learners with experience of care to provide improved wellbeing and in turn work towards improved educational outcomes.</p>	<ul style="list-style-type: none"> Evaluate current practice using the Rights Reviews and Promises self-evaluation toolkit. All staff to undertake CLPL to raise awareness and understanding of The Promise – the commitments made around education to support inclusion and improve outcomes. This will help to highlight our responsibilities under The Promise – what we need to do as “good parents” to ensure the best for our care experienced learners and to support our workforce to consider how they can contribute to positive changes both individually and collectively, Identify the particular needs of our care experienced learners including some of the challenges they face which impacts on their access and engagement in learning – through the Staged Intervention process and Team with the Family meetings. Tracking of Care Experienced data – attendance, exclusions, CfE levels and assessment information. 		<p>All school and EYC staff</p>	<p>From August 2024 onwards</p>	<ul style="list-style-type: none"> Completion of the Promise Education Award Increased attendance – all care experienced young people will have attendance of 90% or above Feedback from pupils, parents and staff 90% of Care experienced young people are achieving expected, stage appropriate CfE level or at least 8 development milestones across each area