



## Monkton Primary School and Early Years Centre

IMPROVEMENT PLAN: 2025 - 2026



**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

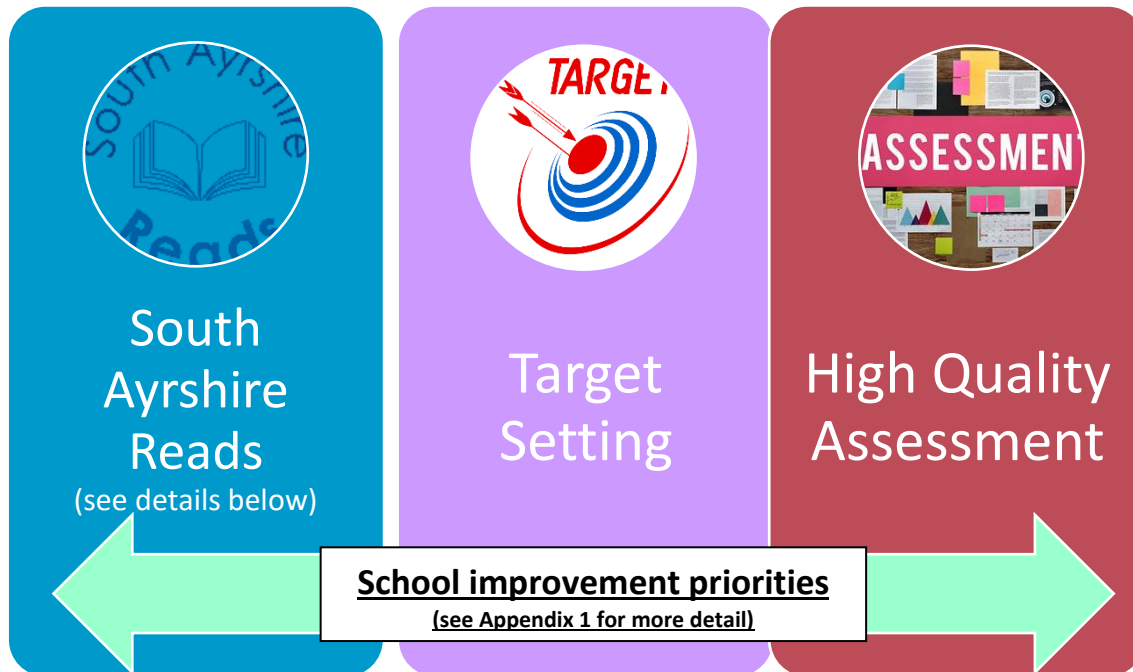
- Engaged and Included
- Outstanding learning, teaching and assessment
- Developing our curriculum
- Self Improving Service

## 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



**IMPROVEMENT PLAN:  
2025 – 2026**  
(some elements continued from  
2024/25)



**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	School Assistant (16.5 hours per week)		£13,058
Priorities 1, 2 & 3	Teacher (delivering music curriculum)		£7,202
			£20,260 (additional cost to be met by school budget)

**See PEF plan and rationale for more details of PEF plan for 2025-26.**

## Appendix 1

### Improvement Planning 2025-2026

### PHASE 1 SCHOOLS / CENTRES



Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment <a href="#">Education Improvement Plan 2023-2026</a>					
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 <a href="#">SAR Strategy 2023-2026</a>					
PHASE 1 SOUTH AYRSHIRE SCHOOLS 2025-2026					
SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
<p>To <i>develop confident and skilled readers in South Ayrshire</i> with a lifelong love of reading and the confidence to access all aspects of education, culture and society</p> <p>To <i>support and develop all education staff in South Ayrshire</i> to implement best practice through a culture of shared knowledge, collaboration and enquiry</p> <p>To <i>promote the implementation of an excellent reading curriculum</i> which prioritises best practice, challenge and adapted teaching for children with additional support needs</p> <p>To <i>gather, use and analyse data effectively to drive change and improvement</i> in</p>	By <b>June 2025</b> , ALL schools will have reviewed the role of their reading leader and, in collaboration with the South Ayrshire Reads team, planned how this role will be used to support reading development over the coming year.	<p>The aims of South Ayrshire Reads continue to be <b>embedded</b> across Phase 1 School Communities focussing on building <b>capacity</b> and <b>sustainability</b>.</p> <p>The <b>values, vision and aims</b> of</p>	<ul style="list-style-type: none"> <li>Role of reading leader reviewed at planning meeting.</li> <li>Reading Leader meeting dates shared and agreed.</li> <li>Reading leader workshop dates agreed.</li> </ul>	SAR PT's	June 2025
	By <b>June 2026</b> , ALL Phase 2 schools will have participated in at least two reading leader-led workshops within their own setting, supporting the ongoing development of reading practice.		All Reading Leaders may attend four half-day sessions (September 2025, November 2025, January 2026, and April 2026) focused on building capacity and providing the knowledge and skills needed to lead impactful reading workshops within their own schools—both with staff and with parents—as part of a wider drive to raise attainment in reading.	LW	June 2026
	By <b>June 2026</b> , ALL Phase 1 schools will have had the opportunity to engage in collaborative activities—through partnership CLPL, Phase 1 cohort participation, or peer school visits—to build collective efficacy and promote an outward-looking approach to improvement.		<ul style="list-style-type: none"> <li>Bespoke partnership CLPL responsively planned and reviewed in line with contextual needs.</li> <li>Meeting &amp; discussion with SLT around peer school visits</li> <li>Peer visit pre-workshops/discussion/observation guides</li> </ul>	SAR PT's	June 2026
	By <b>August 2025</b> , Phase 1 schools will identify new or returning staff in need of catch-up sessions and will work with the SAR Team to develop a clear plan, ensuring all staff are equipped with the knowledge and skills to support reading development effectively.		<ul style="list-style-type: none"> <li>Phase 1 schools will complete a simple MS Form, identifying new/returning members of staff and their stages</li> <li>Catch-up sessions agreed &amp; planned by SAR Team</li> <li>Phase 1 schools to identify existing members of staff to support this through coaching/modelling</li> </ul>	SAR PT's	August 2025
	By <b>June 2026</b> ALL Phase 1 education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest.		Additional sessions—such as Critical Literacy, Disciplinary Literacy, Play-based Literacy, and Debating—will be planned, created, and delivered by the SAR Team to build on and enhance existing knowledge and practice.	SAR Team	June 2026
	By <b>June 2026</b> ALL Phase 1 education staff will have had the opportunity to engage in bespoke high-quality CLPL.		All CLPL will be grounded in the Science of Reading, with a particular focus on language comprehension and its connection to other areas of literacy development, while continuing to embed previous work on phonics and fluency.	SAR PT's	June 2026

children's reading skills, reading confidence and reading attainment	By <b>June 2026</b> , ALL Phase 1 education staff will have had the opportunity to further develop their practice in collaboration with the SAR Team.	South Ayrshire Reads is consistent and clear to all stakeholders	Collaborative activities include workshops, professional discussions, coaching sessions, and model video analysis.	SAR PT's	June 2026
	By <b>June 2026</b> ALL Phase 1 schools will have had the opportunity to engage with assessment implementation and data analysis to drive teaching and learning.		<ul style="list-style-type: none"> <li>o Access to CLPL sessions focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps.</li> <li>o Opportunity to attend workshops and drop-in sessions focused on data literacy.</li> </ul>	HMcb	June 2026
	By <b>June 2026</b> ALL Phase 1 schools 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"> <li>o Reading Schools Accreditation</li> <li>o Communication Friendly Environments</li> <li>o Developing Writing through SAR</li> </ul>	JM HMcb SL	June 2026
	By <b>June 2026</b> ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.		<ul style="list-style-type: none"> <li>o Reading Leader will attend SAR led session prior to delivery of Parent Engagement Workshop Notification</li> <li>o Support for RL from SAR team for workshop and parent events</li> <li>o Access to authority SAR family engagement session / resources</li> </ul>	Reading Leaders & SAR PT's  SL	June 2026

# Monkton Primary School Session 2025-26



**Reading Leader Workshop**  
Thursday 11<sup>th</sup>  
June 2026  
3:15 - 4:15pm



**Session 6 Responsive**  
Tuesday 21<sup>st</sup>  
April 2026  
3:30 - 5pm  
Venue: Tarbolton PS



**Session 4 Responsive**  
Tuesday 17<sup>th</sup>  
February 2026  
3:30 - 5pm  
Venue: Muirhead PS



**Reading Leader Workshop**  
Thursday 22<sup>nd</sup>  
January 2026  
3:15 - 4:15pm



**Session 5 Responsive**  
Thursday 19<sup>th</sup>  
March 2026  
3:15 - 4:15pm



**Session 3 Responsive**  
Tuesday 4<sup>th</sup>  
November 2025  
3:30 - 5:00pm  
Venue: Monkton PS



**School Assistant Input**  
Tuesday 4<sup>th</sup>  
November 2025  
1:45 - 2:30pm



**The Planning and Teaching of Whole Class Text Part 2**  
(Language Comprehension)  
Thursday 2<sup>nd</sup>  
October 2025  
3:15 - 4:15pm



**Workshop**  
Thursday, 21<sup>st</sup>  
August 2025  
9:15 - 10:15



**The Planning and Teaching of Whole Class Text Part 1**  
(Language Comprehension)  
Tuesday 2<sup>nd</sup>  
September 2025  
3:30 - 5pm  
Venue: Tarbolton PS



## Key



School Only



Partnership Sessions



Assessment Window



Looking Outwards





## Priorities 2 and 3 – Learning, Teaching and Assessment

<b>HG10S4/HG10ELC Q1:</b> 2.3 Learning teaching and assessment 2.4 Personalised support 2.6 Transitions 3.2 Raising Attainment and achievement	<b>LA Priorities:</b> Outstanding learning, teaching and assessment  Voice: Involving children and young people in decision making	<b>NIF Priority:</b> 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	<b>NIF Drivers:</b> 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?
<b>Target Setting</b> – to increase children’s ability to talk about their learning and to identify their learning targets	<ul style="list-style-type: none"> <li>Children will be supported by their teacher to create their own individual learning targets for Literacy and Numeracy.</li> <li>Teachers and pupils will agree a method for these targets to be recorded in an age / stage appropriate way.</li> <li>Targets will be shared with parents.</li> <li>Targets will be regularly evaluated and updated, sharing successes and areas for development.</li> <li>Targets will link to Staged Intervention if pupils have this.</li> <li>Sharing of good practice and moderation especially within levels.</li> <li>HWB target for each child of 2 hours of quality PE each week – plan in timetable – daily mile if wet / gym hall not available to ensure target is met.</li> </ul>		Class teachers  HT / DHT to monitor	Continue to develop from last session onwards	<ul style="list-style-type: none"> <li>Children will be able to talk about their learning and next steps.</li> <li>Increased attainment in Literacy and Numeracy – up by 2 percentage points for each stage.</li> <li>Observations of increased pupil motivation / engagement during learning walks (September / March)</li> <li>Sample groups of pupils during monitoring week (September / March) – DHT / HT to facilitate.</li> <li>Feedback from teachers, pupils and parents.</li> </ul>
<b>High Quality Assessment</b> – to develop effective, well designed, high quality assessments which are holistic.	<ul style="list-style-type: none"> <li>Class teachers, DHT and HT to undertake CLPL, look at available exemplars and work together to create format for use across the school.</li> <li>Assessments to contain bundled Experiences and Outcomes (Es and Os).</li> <li>Assessments are rich tasks which are relevant, valid and reliable.</li> <li>Staff will moderate assessments once carried out and make any necessary adjustments / changes to improve the process.</li> </ul>		Class teachers  HT / DHT to moderate / review data	August 2025 onwards	<ul style="list-style-type: none"> <li>Assessment data will be more detailed and give a holistic view of each child.</li> <li>Information will help support professional judgement of CfE levels of all subjects.</li> <li>Assessment evidence will link to standardised assessment data.</li> <li>Feedback from teachers and pupils.</li> </ul>
<b>EYC Planning , Tracking and Profiling</b> - to continue to develop the planning cycle, tracking and profiling in the EYC, whilst being responsive to children’s interests and with support / challenge clearly identified.	<ul style="list-style-type: none"> <li>Planning allows staff to provide experiences which will encourage independence and foster creativity in learners.</li> <li>When planning, staff will develop effective learning intentions and success criteria linked to Es and Os, as well as experiences which are specific / responsive.</li> <li>Staff will continue to use tracking sheets provided by the authority.</li> <li>The personal plan format will be updated to the new authority version.</li> <li>The system for profiling will be changed from paper profiles to SeeSaw. Paper profiles will still be used to record activities and events throughout the year.</li> <li>Profiles will be child friendly so that children regularly discuss and record their target setting. These targets will link to their personal plans (and STINT targets if in place) so that the whole process is linked.</li> </ul>		EYPs  HT  EY PT	August 2025 onwards	<ul style="list-style-type: none"> <li>Increased staff confidence.</li> <li>Increase to 90% of children who will achieve 8 or more of their developmental milestones in all three areas - HWB, Language and Communication and Numeracy and Mathematics.</li> <li>90% of parents will engage regularly with their child’s SeeSaw profile.</li> <li>Feedback from children, parents and EYPs.</li> </ul>