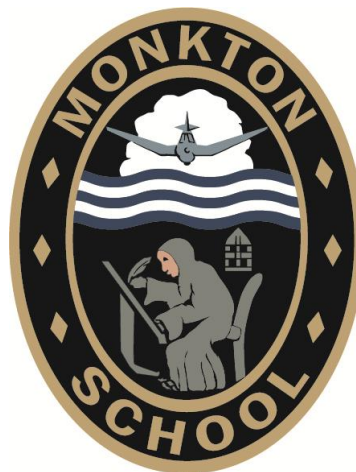




Monkton Primary School and Early Years Centre



IMPROVEMENT PLAN: 2026 - 2027



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 work force

Education Services Priorities

- Included, engaged and involved
- Delivering excellence in learning, teaching and assessment
- Transforming our curriculum
- Towards a self-improving education system

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



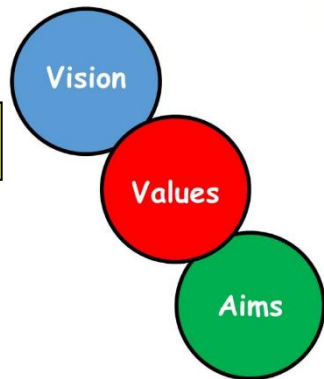
IMPROVEMENT PLAN: 2026-2027



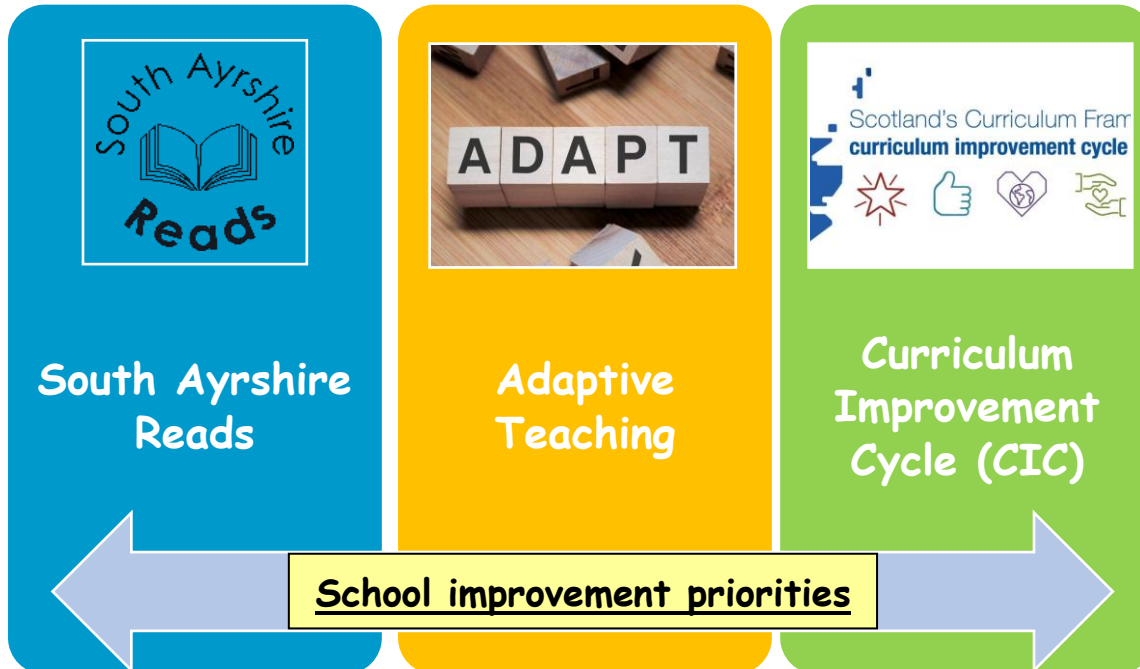
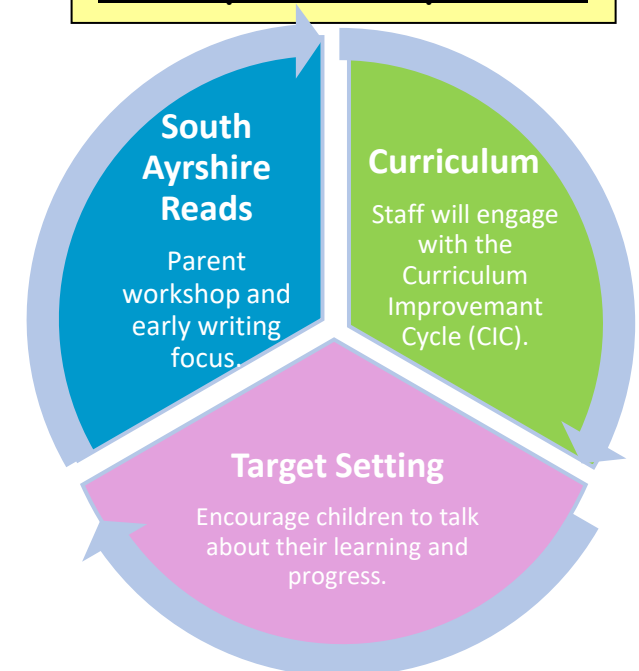
Young Leaders of Learning



Review of our Vision, Values and Aims



ECY improvement priorities



This year's PEF plan

Budget (Related to PEF) - £19,600

Priority	Staffing costs	Resources/ other	Total
Priorities 1, 2 & 3	School Assistant (22.5hours per week)		£20,092 (additional cost to be met by school budget)

See PEF plan and rationale for more details of PEF plan for 2026-27.

Education Services Improvement Plan Priority 2: Delivering excellence in learning, teaching and assessment [Educational Services Improvement Plan 2023 - 2027](#)

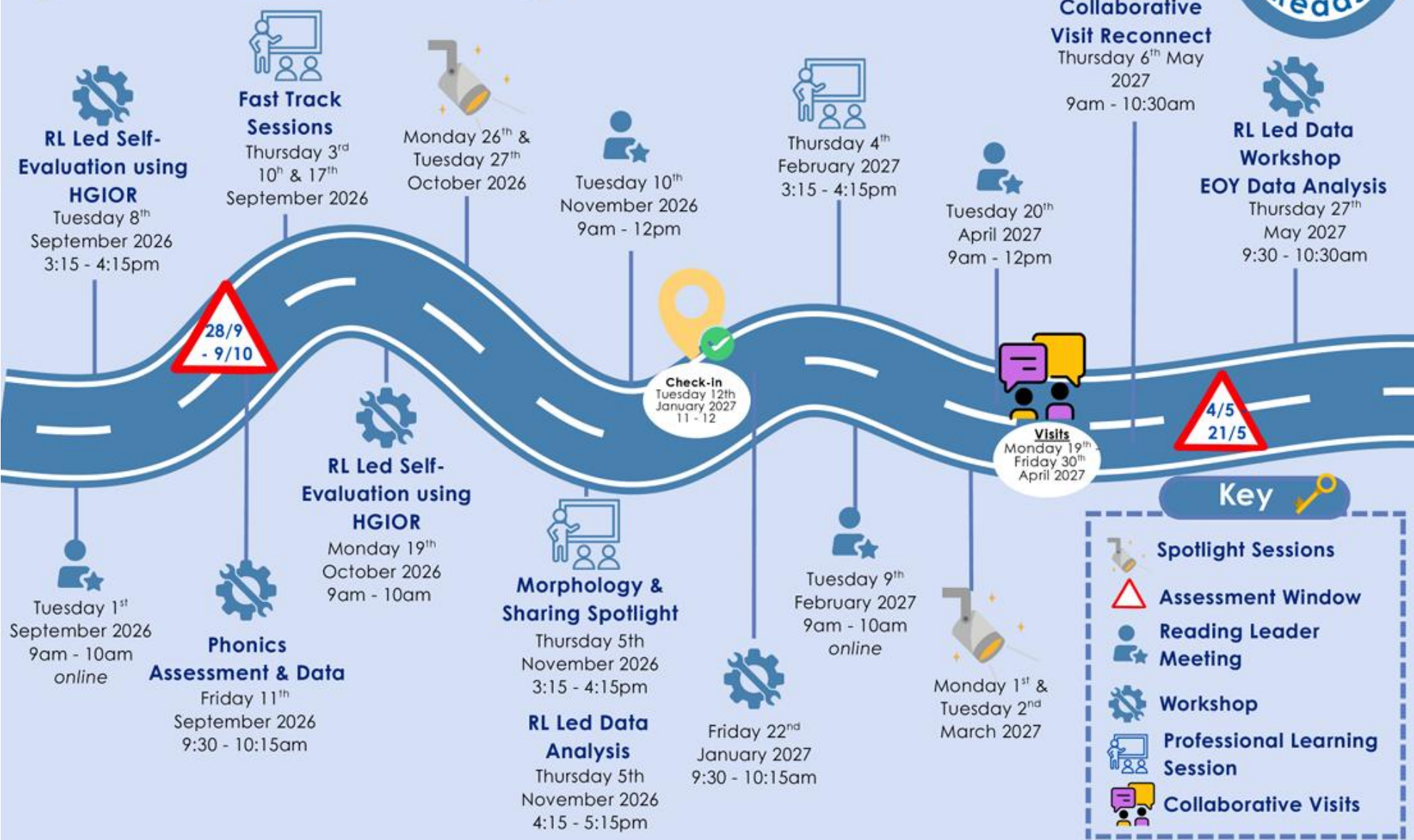
SAR Strategic Plan Priority: To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire [South Ayrshire Reads Strategy Document](#) Links to [EY Quality Improvement Framework – Learning, teaching and assessment](#) and [Children's progress](#)

**PHASE 1 SOUTH AYRSHIRE SCHOOLS
2027-2027**

SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
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 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 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	By June 2027 , ALL Phase 1 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.	The aims of South Ayrshire Reads continue to be embedded across Phase 1 School Communities focussing on building capacity and sustainability. The values, vision and aims of South Ayrshire Reads	- Role of reading leader reviewed at planning meeting. - Reading Leader meeting dates shared and agreed. - Reading leader workshop dates agreed. - RL MS TEAM accessed for updates, relevant information and collaboration.	SAR PTs	June 2027
	By June 2027 , ALL Phase 1 schools will have participated in at least two Reading Leader-led workshops within their own setting, with Reading Leaders taking full responsibility for identifying workshop needs, planning these sessions and leading them to support the ongoing embedding of reading practice.		- All Reading Leaders may attend four sessions (September 2026, November 2026, February 2027, and April 2027) focused on building capacity and providing the knowledge and skills needed to lead impactful change. - All Reading Leaders will plan, create and deliver reading workshops within their own schools - both with staff and with parents - as part of a wider drive to raise attainment in reading.	LW Reading Leader	June 2027
	By June 2027 , ALL Phase 1 schools will have had the opportunity to engage in collaborative and responsive CLPL to embed and deepen their work on word recognition and language comprehension, selecting the approaches that best suit their context, through: - Stage-Specific 'Spotlight' sessions 'Learning Live' sessions - Bespoke CLPL/workshops tailored to school-identified needs strengthening collective efficacy, promoting an outward-looking approach to improvement, and embedding high-quality, consistent reading practice.		- Term 2 & 3 'Spotlight' sessions planned and delivered by SAR Team – authority-wide collaborative sessions to share and build on stage-specific classroom practice 'Learning Live' – hybrid model of professional learning and observing learning live in action at peer schools to bridge theory to practice. - SAR Team to deliver responsive bespoke CLPL sessions and workshops as requested, in line with next steps as identified through in-school self-evaluation	SAR PT's	June 2027
	By August 2026 , ALL Phase 1 schools will work with the SAR Team to identify new or returning staff requiring catch-up support, plan how to close gaps drawing on in-school knowledge, and will have the opportunity to: - Send staff to 'Fast Track' sessions - Access additional CLPL at peer schools ensuring all staff are equipped with the knowledge and skills to support reading development effectively.		- Meeting & Discussion with Phase 1 schools to identify new/returning members of staff and their stages - Existing members of staff in Phase 1 schools to support, through coaching, modelling and collaborative discussions - Fast Track sessions agreed & planned by SAR Team - Additional CLPL sessions identified at peer schools	SAR PTs	August 2026

To <i>gather, use and analyse data effectively to drive change and improvement</i> in children's reading skills, reading confidence and reading attainment	By June 2027 ALL Phase 1 education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest.	is consistent and clear to all stakeholders.	○ Additional online sessions planned, created and delivered by SAR Team in response to need ○ Additional sessions will be advertised through the monthly CLPL Bulletin and Reading Leader channel on MS Teams. ○ EYPs will continue on SA Reads journey by implementing group experiences and children and engaging in workshops including focussing on Early Writing	SAR Team inc. EYPs	June 2027
	By June 2027, ALL Phase 1 education staff will have had the opportunity to further embed their practice using HGIOR (How Good is Our Reading) as a self-evaluation tool to identify strengths, gaps and next steps.		○ Reading Leaders and/or Leadership Team will work with staff to pilot and implement <i>How Good Is Our Reading</i> (HGIOR), aligned with the Science of Reading, to support the continued embedding of high-quality practice in both word recognition and language comprehension.	JW Reading Leader	June 2027
	By June 2027 ALL Phase 1 schools will have had the opportunity to engage with assessment implementation and data analysis to drive teaching and learning.		○ School led workshops focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps.	HMcb Reading Leader	June 2027
	By June 2027 ALL Phase 1 schools will have had the opportunity to engage with and access additional support and resources to further embed and strengthen SAR priorities.		○ Reading Schools Accreditation ○ Communication Friendly Environments ○ Developing Writing through SAR ○ Giglets ○ Lending Library	JM HMcb SL	June 2027
	By June 2027 ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.		○ Support for RL, as required, from SAR team for workshop and parent events ○ EYC Parent Workshop delivered by SAR EYPs.	Reading Leader SAR PTs	June 2027

Monkton Primary School 2026-2027



Education Services Improvement Plan Priority 1 and 2: Included, engaged and involved and Delivering excellence in learning, teaching and assessment
Priority: To improve our approaches to differentiation/adaptive teaching in our classrooms ensuring we meet the needs of ALL our learners. HGIOS4 – QI 2.4 Personalised support

ALL SOUTH AYRSHIRE SCHOOLS 2026-2027

Aims	Actions	Intended Impact	Resources	Measures	Completion Date
To increase all teaching staff's understanding of the benefits of adapting planning, teaching and assessment to meet the needs of their learners.	Initial meeting with SAL Team to plan 4 Inputs and 2 Sharing Sessions. Key Lead(s) to be identified and meet SAL Team to establish role and responsibilities.	Plan effectively to meet learners' needs: Identify the potential barriers to learning and plan differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner.	Adaptive Teaching Programme: Commitments.	Staff Survey (pre and post).	June 2026
	All baseline surveys will be carried out: learners and staff online surveys and Learner Focus Groups by Key Lead(s) and SAL Team. SAL Team will collate all baseline data, produce a report, and share with Headteacher.		Microsoft Form: staff survey and learner surveys.		September 2025
	All teachers read, discuss, and reflect on article(s): Adaptability: An important capacity for effective teachers – Collie and Martin (2016), TES Explains & Alex Quigley before Input 1.		WEE HGIOS Learner Focus Group questions. Articles – - Adaptability: Collie and Martin (2016). - TES Explains - Alex Quigley. Self-Reflection for teachers. Discussion points for professional dialogue.	Learner Survey (pre and post).	August/September 2026
To enhance all teaching staff's confidence of how to adapt planning, teaching and assessment to meet the needs of their learners.	All teachers: - attend Adaptive Teaching Input 1: The Adaptive Learning Environment. - Share and celebrate good practice - Whole school self-evaluation: What are we doing well? - Introduced to Thinglink of resources to support self-evaluation and professional learning.		Adaptive Teaching Toolkit (Thinglink)	Staff professional development and review process.	September 2026
To evidence an increase in the use of adaptive teaching strategies to meet learner's needs through observations of teaching practice.	Test of Change All teachers: - complete Self-evaluation Checklist with another colleague. - explore the Thinglink/use WEE HGIOS to consult their learners. - identify an adaptation using self-evaluation checklist and learner consultation. - complete the Adaptive Learning Environment Planning Template. - put adaptations in place. Key Lead to complete the Planned Adaptation Tracker and share with SAL Team. SAL Team visit.		The Adaptive Teacher Self-Evaluation of Classroom Checklist. Learner Self-Evaluation of Classroom Checklist. The Circle Framework and the Inclusive Classroom. The Adaptive Teacher – Planned Adaptation Tracker	Staff planning and evaluation documents.	November 2026
To indicate some improvement in the learning experience using feedback from a group of learners.	Sharing Session 1 Key Leads/HT identify members of staff to present good practice. All teachers: - Attend Sharing Session. - Complete Self-Evaluation: Stop/Start/Continue Reflection Sheet		Stop, Start, Continue – Self-evaluation sheet.	Analytics from shared online space (comments, resources, access to the tool kit and materials).	November 2026
	All teachers: - Attend Adaptive Teaching Input 2: Scaffolding (visual, verbal, written and concrete). - Share and celebrate good practice: Whole school self-evaluation: What are we doing well?		The Adaptive Teacher Toolkit (Thinglink)	Tracking data on learner progress.	November 2026

	- To develop an area of scaffolding.			Assessment data – summative and formative including teacher professional judgement.	
	Test of Change All teachers - complete the Adaptive Learning Scaffolding Planning Template. - develop an area of scaffolding in their class to support/challenge their learners. Key Lead to complete the Planned Adaptation Tracker: Scaffolding and share with SAL Team. SAL Team visit.		Scaffolding Posters. The Adaptive Teacher Toolkit (Thinglink) Adaptive Learning Planning Template – Scaffolding. Planned Adaptation Tracker: Scaffolding.		February 2027
	All teachers: - attend Adaptive Teaching Input 3: Challenging All Learners. - Share and celebrate good practice - Whole school self-evaluation: What are we doing well? - Identify an area of development.		The Adaptive Teacher Toolkit (Thinglink) Challenging All Learners posters.		February 2027
	All teachers: - attend Adaptive Teaching Input 4: Using Assessment to Elicit Evidence of Learning. - Share and celebrate good practice - Whole school self-evaluation: What are we doing well? - Identify an area of development.		The Adaptive Teacher Toolkit (Thinglink)		March 2027
	Test of Change All teachers - Complete the Adaptive Teacher Planning Template: Challenging All Learners. - Focus on challenging all learners to meet the needs of learners. Key Lead to complete the Planned Adaptation Tracker: Challenging All Learners and share with SAL Team. SAL Team visit.		The Adaptive Teacher Toolkit (Thinglink) Planned Adaptation Tracker Adaptive Teacher Planning Template: Challenging All Learners		May 2027
	Sharing Session 2 Key Leads/HT identify members of staff to present good practice. All teachers: - Attend Sharing Session. - Complete Self-Evaluation/Challenge questions.		Self-evaluation sheet. Challenge questions.		May 2027
	Complete all post surveys: learners and staff online surveys a Key Lead and SAL Team to complete Learner Focus Groups. SAL Team to collate all endline data, produce a report and share with Headteacher. HT/SAL Team use report to inform SQR/SIP for 2027-28.		Microsoft Form – staff and learner surveys. WEE HGIOS Learner Focus Group questions.		June 2027

Education Services Improvement Plan Priority 3: Transforming our curriculum

HGIOS 4 – QI 2.2 Curriculum

Links to EY Quality Improvement Framework – [Curriculum](#)

ALL SOUTH AYRSHIRE SCHOOLS 2025-2026

Aims	Actions	Intended Impact	Resources	Measures	Completion Date
<i>To increase all teacher understanding of the purpose and relevance of the CIC and the rationale behind curriculum reform.</i>	- The school will identify a curriculum lead to support the implementation of curriculum reform and act as a link with authority-wide developments. - The curriculum lead will participate in authority Train-the-Trainer professional learning to ensure consistent messaging and build internal capacity. All staff will engage in planned CLPL to build understanding of curriculum reform during the two allocated twilight sessions using materials created by Curriculum PTs.	<i>Staff are clear on the key terminology around curriculum and educational reform.</i> <i>Staff can clearly articulate why curriculum change is being made.</i> <i>All staff are clear on the national timeline for implementation of the CIC</i>	Presentation created by Curriculum PTs	Staff survey (pre and post twilight sessions) Evaluation	August 2026 September 2026 January 2027
<i>To provide clear and consistent communication for all staff and stakeholders in relation to Scotland's Curriculum</i>	- Staff will access the authority's central digital hub for curriculum resources, exemplars and professional learning materials. - All staff will attend the relevant authority curriculum conference. - Content will be created centrally to raise awareness of the CIC and used by schools to engage wider school community. - The Curriculum PTs will offer support with parental engagement as requested. - School leadership team will receive regular CIC information via director's education update. - All Head Teachers will attend two authority HT Curriculum Conferences.	<i>Staff will feel supported during the early stages of transition.</i> <i>Staff feel well informed and confident in discussing curriculum changes with colleagues, learners and families.</i> <i>Parents and stakeholders will better understand Scotland's curriculum and the future changes.</i>	Central digital padlet Exemplars and professional learning materials Schools preferred media platforms	Analytics from shared online space (comments, resources, access to the toolkit and materials)	June 2027 May 2027 December 2026 June 2027

<i>To establish an understanding of a concept-based curriculum and to introduce the Know-Do-Understand model.</i>	- 'Curriculum of Hope' professional reading distributed during the 'Train-the-Trainer' session for key leads. - Values from the 'Curriculum of Hope' text shared with all staff during twilight sessions . - Key leads to gather staff feedback at the beginning of the first twilight. - Key leads to repeat the staff survey at the end of the second twilight to gauge progress.	<i>All staff understand the principles of a concept-based curriculum.</i> <i>All staff will have had opportunities to engage with the values and principles of 'A Curriculum of Hope'.</i>	'A Curriculum of Hope' professional reading Microsoft form for twilight	Pre/Post Survey Data	October 2026 February 2027
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South Ayrshire Service Plan Priorities 1 and 2: Included, engaged and involved and Delivering excellence in learning, teaching and assessment				
HGIOS4 1.2 Leadership of learning 1.3 Leadership of change 2.3 Learning teaching and assessment 2.7 Partnerships	LA Priorities: Outstanding learning, teaching and assessment Voice: Involving children and young people in decision making Improve the quality of Learning Experiences for all young people.	Quality Improvement Framework Leadership of continuous improvement Learning, teaching and assessment Children's progress	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
Vision Values and Aims – to review and refresh the school and EYC's vision, values and aims	- All stakeholders will have the opportunity to input into the review / refresh through consultation e.g. through discussions and surveys. - As a result of the consultation, the refreshed Vision, Values and Aims will reflect the collective voice of the school community. - There will be a renewed sense of belonging, shared purpose, and clarity of direction. - Improved consistency in language, expectations, and culture across the school. - Stronger partnerships with families and external agencies. - Updated visuals will be shared on website, social media and displayed around school and EYC.		HT	August 2026 – December 2026
Young Leaders of Learning (YLL) - to take part in the programme which will enable children and young people to be more actively involved in helping to improve the school	- In last year's P4-7 survey, few pupils reported they were provided with opportunities to influence what and how they learn. Engagement in the Young Leaders of Learning programme (YLL) will increase the use of HGIOurSchool to support active participation. - Pupils may take part in reciprocal visits to other schools to identify what is working well, areas for improvement and effective practice. - The programme promotes the way that children and young people can be involved in school improvement activities in the school. - YLL team (staff and pupils) attend training and partner visits. - YLL team plan meetings and produce an action plan. - Staff engage with new curriculum (see priority above) then pupils participate with implementation and monitoring. - Learner pre & post YLL programme evaluation shows improvement.		DHT / class teacher	August 2026 onwards
EYC - Target Setting – to increase children's ability to talk about their learning and to identify their learning targets	- Increased opportunities for children to talk about their learning and reflect on their learning. - Children will be supported by their key worker to create their own individual learning targets for Literacy and Communication, Numeracy and Mathematics and Health and Wellbeing which form part of their Personal Plans. - EYPs will agree a method for these targets to be recorded in an age / stage appropriate way, looking to tie in with what the school are using. - Targets will be shared with parent / carers. - Targets will be regularly evaluated and updated, sharing successes and areas for development. - Targets will link to Staged Intervention if children have this. - Sharing of good practice and moderation between EYPs.		EYPs HT / Rural Depute Manager will monitor	Continue to develop from this session onwards
				- Children will be able to talk about their learning and next steps. - Observations of increased pupil motivation / engagement during observation / learning walks - Sample groups of pupils during monitoring week (September / March) – DHT / HT to facilitate. - Feedback from EYPs, children and parents.