



**Muirhead Primary & Early Years Centre**

**Improvement Plan 2023 - 2024**





As a Rights Respecting School, we acknowledge the importance of Article 3 in all we do:

‘The best interests of the child must be a top priority in all actions concerning children.’





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| **PRIORITY 1: RAISING ATTAINMENT IN LITERACY AND ENGLISH** |
| **What Outcomes****Do We Want to Achieve?** | **How Will We Achieve This?** | **Lead Person** | **Timescales** | **How Will We Measure Impact?**  |
| **Improvement in literacy attainment, particularly reading, through a well-planned, progressive literacy programme.** | **PERFMORMANCE INFORMATION** | **HGIOS 4****1.1, 1.2, 3.2** |
| * Pupil progress will be tracked and monitored.
* Attainment data and attendance will be used to inform next steps.
* Well-planned interventions will be offered where appropriate.
 | All staffL Livingstone HTI Lindsay DHT to monitor attendanceL Livingstone HT/C Mitchell ASfL Teacher | Sep. Dec, MaySep, Dec, Feb, MayMonthlyMarch 2023 | * Gains made in attainment levels/data
* Pupil Progress Meetings with all teachers on a termly basis to discuss pupil progress and impact of actions and next steps.
* Increased phonological knowledge
* Attendance data monitored on a monthly basis and improvement in attendance noted.
* Data generated from intervention to monitor impact
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| **Pupils will develop as confident, skilled readers and be aware of the importance of reading for enjoyment** | **CURRICULUM & ASSESSMENT** | **HGIOS 4****1.1, 1.3, 2.3, 3.2** |
| * Implement the South Ayrshire Reads initiative to ensure reading approaches are explicit, systematic and targeted. There will be a focus initially on phonological awareness, phonics and fluency.
* Develop PBL pedagogy to support early level literacy development together with SAR/SAL teams.
* Decodable readers to be used in P1-P3.
* Reading interventions linked to the science of reading to ensure needs are met, including using age-appropriate decodable readers for children still working on these skills in P4-P7.
* Access to a library area in each classroom as well as access to the school library. Pupils select books for enjoyment in addition to the decodable readers.
* Pupils involved in reviewing the books and genres available.
* Develop a consistent approach to celebrate effort in reading through Accelerated Reader.
* Embed assessment procedures to ensure consistency in professional judgement of attainment, including opportunities to share practice and moderate achievement levels.
* Provide opportunities to discuss targets and next steps with pupils.
* Implement adaptive teaching approaches
 | C Mair PTAll staffG Brocklebank P1 teacher (PBL lead)L Livingstone HTC MairP1-3 teachersClass teachersC Mair PTL Livingstone HTClass teachersA Clydesdale/A Harris (leads) | Jan 2024June 2024Dec 2023March 2024Dec 2023June 2024June 2024June 2024June 2024Feb 2024 | * Quality assurance evaluations
* Monitoring of classroom/playroom practice and children’s learning experiences.
* Sampling pupils’ work
* Pupil Progress Meetings
* Tracking and monitoring of planning and assessment data
* Staff feedback through self-evaluation
* Tracking and monitoring of baseline data
* Pupil voice gathered using HGIOURS
* Monitoring EYC Care Plans
* Monitoring effectiveness of STINT targets
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| **What Outcomes****Do We Want To Achieve?** | **How Will We Achieve This?** | **Lead Person** | **Timescales** | **How Will We Measure Impact?**  |
| **Close identified gaps and ensure appropriate pace and progression for all learners** | **SCHOOL & EYC IMPROVEMENT****TEACHER PROFESSIONALISM & SCHOOL LEADERSHIP** | **HGIOS 4****1.1, 1.3, 2.3, 2.4, 3.2** |
| * Review literacy pathways to ensure appropriate pace, challenge and progression across all stages.
* Support staff professional learning opportunities and partnership working with SAR leads, Scottish Book Trust, authors, families and PEEP.
* Provide staff training about the teaching of reading, including early years and support staff.
* Engage staff in professional reading about the science of reading and effective teaching of reading.
* Moderation of reading approaches through staff meetings, peer visits and work with SAR leads.
* Moderation work between early years staff and primary 1 staff to ensure a consistent understanding of the development and progression of early reading skills.
* Audit practice for identifying and supporting learners in order to improve outcomes and raise attainment using informed interventions.
 | L Livingstone HTC Mair PT | June 2024June 2024March 2024March 2024May 2024May 2024June 2024 | * Quality assurance evaluations
* Staff feedback through self-evaluation
* Feedback from moderation activities
* Tracking and monitoring of baseline data
* Evidence gathered from audits
* PRD/PDR meetings
* Monitoring of classroom/playroom practice and children’s learning experiences.
* Sampling pupils’ work
* Monitoring EYC Care Plans
* Monitoring effectiveness of STINT targets
* Tracking progress of targeted groups of learners e.g. pupils eligible for PEF support or supported through staged intervention
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| **Provide opportunities for families to engage in their children’s learning in Literacy and English, with particular emphasis on reading** | **PARENTAL & WIDER ENGAGEMENT** | **HGIOS 4****2.3, 2.5, 3.2** |
| * Create a calendar to share events and development opportunities linked to SAR priorities.
* PEEP sessions
* Stay and Play
* South Ayrshire Mobile library calendar – encourage parent participation
* Pupils working with footballers from Ayr United as part of SAR.
* Author visits
 | C Mair PTS Reynolds EY TeacherR Jeffries & M Kenney EYP Seniors | Jan 2024Dec 2023June 2024March 2024June 2024Dec 2023 | * Annual questionnaires
* Self-evaluation
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| **PRIORITY 2: RAISING ATTAINMENT IN MATHS & NUMERACY** |
| **What Outcomes****Do We Want to Achieve?** | **How Will We Achieve This?** | **Lead Person** | **Timescales** | **How Will We Measure Impact?**  |
| **Improvement in Numeracy and Mathematics attainment.** | **PERFMORMANCE INFORMATION** | **HGIOS 4****1.1, 1.2, 3.2** |
| * Pupil progress will be tracked and monitored.
* Attainment data and attendance are used to inform next steps.
* Well-planned interventions will be offered where appropriate.
 | All staffL Livingstone HTI Lindsay DHT to monitor attendanceL Livingstone HT/C Mitchell ASfL Teacher | Sep. Dec, MaySep, Dec, Feb, MayMonthlyMarch 2023 | * Gains made in attainment levels/data
* Pupil Progress Meetings (PPM) with all teachers on a termly basis to discuss pupil progress and impact of actions and next steps.
* Attendance data monitored on a monthly basis and improvement in attendance noted.
* Data generated from intervention to monitor impact
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| **Learners will display increased confidence and recognise next steps in learning.** | **CURRICULUM & ASSESSMENT** | **HGIOS 4****1.1, 1.3, 2.3,2.7, 3.2** |
| * Expand opportunities for all pupils (EYC to P7) to lead their own learning and learn through exploration and enquiry.
* Provide opportunities to discuss targets and next steps with pupils.
* Embed assessment procedures to ensure consistency in professional judgement of attainment, including opportunities to share practice and moderate achievement levels.
 | I Lindsay DHTAll staff | June 2024Dec 2023June 2024 | * Quality assurance evaluations
* Tracking and monitoring of planning and assessment data
* Tracking and monitoring of baseline data
* Staff feedback through self-evaluation
* Tracking and monitoring of baseline data
* Pupil targets
* Pupil voice gathered using HGIOURS
* Monitoring of classroom/playroom practice and children’s learning experiences.
* Sampling pupils’ work
* Pupil Progress Meetings
* Monitoring EYC Care Plans
* Monitoring effectiveness of STINT targets
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| **What Outcomes****Do We Want To Achieve?** | **How Will We Achieve This?** | **Lead Person** | **Timescales and CLPL** | **How Will We Measure Impact**  |
| **Close identified gaps and ensure appropriate pace and progression for all learners.** | **SCHOOL & EYC IMPROVEMENT****TEACHER PROFESSIONALISM & SCHOOL LEADERSHIP** | **HGIOS 4****1.1, 1.3, 2.3, 2.4, 3.2** |
| * Review numeracy pathways to ensure appropriate pace, challenge and progression across all stages.
* Support staff professional learning opportunities e.g. block play, CPA, Numbertalks, authority training for teaching and non-teaching staff
* Develop staff confidence in ensuring appropriate pace and progression through working with the South Ayrshire Learns team on Adaptive Teaching.
* Promoting mathematical language and creativity through block play
* Moderation of professional judgement of attainment
* Moderation work between early years staff and primary 1 staff to ensure a consistent understanding of the development and progression of early reading skills.
* Audit practice for identifying and supporting learners in order to improve outcomes and raise attainment using informed interventions.
 | L Livingstone HTI Lindsay DHTA Clydesdale/A Harris Class Teachers (leads)C MacPhee EYPL Livingstone HTS Reynolds EY Teacher/ G Brocklebank P1 TeacherL Livingstone HT/C Mitchell AsFL Teacher | Jan 2024June 2024June 2024Feb 2024Jan 2024May 2024Feb 2024 | * Quality assurance evaluations
* Staff feedback through self-evaluation
* Feedback from moderation activities
* Tracking and monitoring of baseline data
* Evidence gathered from audits and assessment data
* PRD/PDR meetings
* Monitoring of classroom/playroom practice and children’s learning experiences.
* Sampling pupils’ work
* Monitoring EYC Care Plans
* Monitoring effectiveness of STINT targets
* Tracking progress of targeted groups of learners e.g. pupils eligible for PEF support or supported through staged intervention
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| **Engage families and wider partners in collaborative working opportunities to enhance and enrich learning in numeracy and mathematics.** | **PARENTAL & WIDER ENGAGEMENT** | **HGIOS****2.3, 2.5, 2.7 3.2** |
| * Create a calendar to share events and development opportunities linked to numeracy priorities.
* PEEP sessions
* Block Play
* Stay and Play
 | I Lindsay DHTS Reynolds EY TeacherR Jeffries & M Kenney EYP Seniors | Jan 2024Dec 2023June 2024June 2024 | * Annual questionnaires
* Self-evaluation
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| **PRIORITY 3: DEVELOPING SHARED STANDARDS & EXPECTATIONS THROUGH MODERATION** |
| **What Outcomes****Do We Want to Achieve?** | **How Will We Achieve This?** | **Lead Person** | **Timescales** | **How Will We Measure Impact?**  |
| **Robust and reliable teacher judgements around attainment and achievement of a level** | **PERFMORMANCE INFORMATION** | **HGIOS 4****1.1, 1.2, 1.4, 2.3, 3.2** |
| * Pupil progress will be tracked and monitored.
* Improve reliability of teacher’s judgements through moderation opportunities
 | All staffL Livingstone HT | Sep. Dec, MaySep, Dec, Feb, MayJune 2024 | * Gains made in attainment levels/data
* Pupil Progress Meetings with all teachers on a termly basis to discuss pupil progress and impact of actions and next steps.
* Staff feedback through self-evaluation
* Staff feedback from moderation activities
 |
| **Continue to develop shared expectations of learning and understanding of standards across all levels from EYC to P7 and beyond.** | **CURRICULUM & ASSESSMENT****SCHOOL & EYC IMPROVEMENT****TEACHER PROFESSIONALISM & SCHOOL LEADERSHIP** | **HGIOS 4****1.1, 1.2, 1.4, 2.3, 3.2** |
| * Provide opportunities for a collegiate approach to the moderation of planning of learning, teaching and assessment ​
* ​Opportunities for practitioners to moderate assessment judgements by taking account of a sample of evidence from different sources to discuss standards and the progress of learners
* Opportunities to work with colleagues across the cluster (see Marr Cluster improvement plan)
* Continue to develop staff skill in analysing data to inform learning, teaching and assessment
* Working collegiately with South Ayrshire Learns team to develop shared understanding around appropriate pace and progression
 | L Livingstone HTAll staff | Jan 2024Jan 2024June 2024Jan 2024June 2024 | * Quality assurance evaluations
* Peer monitoring of classroom/playroom practice and children’s learning experiences in order to moderate – feedback from learning visits
* Moderation of pupils’ work
* Tracking and monitoring of planning and assessment data
* Staff feedback through self-evaluation
* Tracking and monitoring of baseline data
* Moderation of EYC Care Plans
* Moderation of STINT targets
* Improvement in the quality of assessments
* Feedback from parents ​
* Coherent and progressive links between stages and across levels
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