



Muirhead Primary & Early Years Centre Improvement Plan 2024 – 2025

Fig 2: Inwards, outwards, forwards



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.'



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

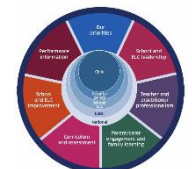
- Engaged and Included
- Outstanding learning, teaching and assessment
- Developing our curriculum
- Self Improving Service

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



Fig. 2: Inwards, outwards, forwards





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>	All reading leaders can attend 3 half day sessions (<i>September 2024, November 2024, January 2025</i>) 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 JW LW	June 2025

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?
<p>Improvement in literacy attainment, particularly reading, through a well-planned, progressive literacy programme.</p>	PERFORMANCE INFORMATION		HGIOS 4 1.1, 1.2, 3.2	
	<ul style="list-style-type: none"> ➤ 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. 	<p>All staff L Livingstone HT L Lockie DHT to monitor attendance</p> <p>L Lockie DHT/ K McRae ASfL Teacher</p>	<p>Sep, Dec, May</p> <p>Sep, Dec, Feb, May Monthly</p> <p>October 2024</p>	<ul style="list-style-type: none"> • Gains made in attainment levels. • Stretch aims for Reading in P3 (80%) and P6 (82%) • Pupil Progress Meetings with all teachers on a termly basis to discuss pupil progress and impact of actions and next steps. • Increased phonological knowledge in P1-P4 pupils (compare this with the June 2024 phonics assessment results), 80% for mastery of phonemes). • Attendance data monitored monthly and improvement in attendance noted. Aiming for above the authority target of 92%. • Data generated from intervention to monitor impact e.g. Readingwise, 5-minute box.
<p>Pupils will develop as confident, skilled readers and be aware of the importance of reading for enjoyment</p>	CURRICULUM & ASSESSMENT		HGIOS 4 1.1, 1.3, 2.3, 3.2	
	<ul style="list-style-type: none"> ➤ Continue to 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. ➤ 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. ➤ 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. ➤ Increase all staff's understanding of the benefits of adapting planning, teaching and assessment to meet the needs of learners. 	<p>C Mair PT All staff</p> <p>G Brocklebank P1 teacher (PBL lead) L Lockie DHT/ K McRae ASfL Teacher</p> <p>Class teachers</p> <p>C Mair PT</p> <p>L Livingstone HT</p> <p>Class teachers</p> <p>A Clydesdale/A Harris (leads)</p>	<p>August 2024</p> <p>September 2024</p> <p>October 2024</p> <p>October 2024</p> <p>September 2024</p> <p>September 2024</p> <p>September 2024</p> <p>October 2024</p>	<ul style="list-style-type: none"> • 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 • School to achieve Reading Schools Award

What Outcomes Do We Want To Achieve?	How Will We Achieve This?	Lead Person	Timescales	How Will We Measure Impact?
<p>Close identified gaps and ensure appropriate pace and progression for all learners</p>	<p>SCHOOL & EYC IMPROVEMENT TEACHER PROFESSIONALISM & SCHOOL LEADERSHIP</p>		<p>HGIOS 4 1.1, 1.3, 2.3, 2.4, 3.2</p>	
	<ul style="list-style-type: none"> ➤ Review literacy pathways to ensure appropriate pace, challenge and progression across all stages. Develop our planning to ensure a creative and innovative approach. ➤ 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 and Tarbolton and Monkton staff. ➤ 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. 	<p>L Livingstone HT</p> <p>L Livingstone HT</p> <p>C Mair PT</p> <p>L Livingstone HT/SAR team</p> <p>L Livingstone HT</p> <p>L Livingstone HT/SAR team</p> <p>G Brocklebank/R Jeffries</p> <p>L Lockie DHT/K McRae ASfL teacher</p>	<p>September 2024</p> <p>June 2025</p> <p>September 2024</p> <p>June 2025</p> <p>December 2024</p> <p>June 2025</p> <p>May 2025</p> <p>September 2024</p>	<ul style="list-style-type: none"> • 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 • Impact of digital tools
<p>Continue to develop shared expectations of learning and understanding of standards across all levels from EYC to P7 and beyond.</p>	<ul style="list-style-type: none"> ➤ Working collegiately with South Ayrshire Learns team to develop shared understanding around appropriate pace and progression ➤ 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 & SAR plans) ➤ Continue to develop staff skill in analysing data to inform learning, teaching and assessment 	<p>L Livingstone HT All staff</p>	<p>August 2024</p> <p>June 2025</p> <p>Throughout session 24/25</p> <p>Throughout session 24/25</p> <p>December 2024</p>	<ul style="list-style-type: none"> • Gains made in attainment levels/data • Stretch aims for Reading in P3 (80%) and P6 (82%) • 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
<p>Provide opportunities for families to engage in their children's learning in Literacy and English, with particular emphasis on reading</p>	<p>PARENTAL & WIDER ENGAGEMENT</p>		<p>HGIOS 4 2.3, 2.5, 3.2</p>	
	<ul style="list-style-type: none"> ➤ 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 ➤ Parent involvement with World Book day and other reading events ➤ Shared learning events 	<p>C Mair PT</p> <p>R Jeffries & M Kenney EYP Seniors</p> <p>C Mair PT</p> <p>C Mair PT</p>	<p>September 2024</p> <p>August 2024</p> <p>September 2024</p> <p>September 2024</p> <p>Throughout the year</p>	<ul style="list-style-type: none"> • Annual questionnaires • Self-evaluation • Pupil survey • Parent feedback

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?
<p>Improvement in Numeracy and Mathematics attainment.</p>	<p>PERFORMANCE INFORMATION</p>		<p>HGIOS 4 1.1, 1.2, 3.2</p>	
	<ul style="list-style-type: none"> ➤ 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. 	<p>All staff L Livingstone HT</p> <p>L Lockie DHT to monitor attendance</p> <p>L Lockie DHT/K McRae ASFL Teacher</p>	<p>Sep, Dec, May</p> <p>Sep, Dec, Feb, May</p> <p>Monthly</p> <p>November 2024</p>	<ul style="list-style-type: none"> • Gains made in attainment levels/data • Stretch aims for Numeracy in P3 (73%) and P6 (88%) • 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 monthly and improvement in attendance noted. Aiming for above the authority target of 92%. • Data generated from intervention to monitor impact
<p>Learners will display increased confidence and recognise next steps in learning.</p>	<p>CURRICULUM & ASSESSMENT</p>		<p>HGIOS 4 1.1, 1.3, 2.3, 2.7, 3.2</p>	
	<ul style="list-style-type: none"> ➤ 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. 	<p>L Lockie DHT</p> <p>All staff</p> <p>L Lockie DHT</p>	<p>October 2024</p> <p>September 2024</p> <p>December 2024</p>	<ul style="list-style-type: none"> • 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

What Outcomes Do We Want To Achieve?	How Will We Achieve This?	Lead Person	Timescales and CLPL	How Will We Measure Impact
<p>Close identified gaps and ensure appropriate pace and progression for all learners.</p>	<p>SCHOOL & EYC IMPROVEMENT TEACHER PROFESSIONALISM & SCHOOL LEADERSHIP</p>		<p>HGIOS 4 1.1, 1.3, 2.3, 2.4, 3.2</p>	
	<ul style="list-style-type: none"> ➤ 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 ➤ Increase all staff's understanding of the benefits of adapting planning, teaching and assessment to meet the needs of learners. ➤ 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 numeracy skills. ➤ Audit practice for identifying and supporting learners in order to improve outcomes and raise attainment using informed interventions. 	<p>L Livingstone HT</p> <p>L Lockie DHT</p> <p>A Clydesdale/A Harris Class Teachers (leads)</p> <p>C MacPhee EYP L Livingstone HT</p> <p>M Kenney/G Brocklebank P1 Teacher L Lockie DHT/K McRae AsFL Teacher</p>	<p>December 2024</p> <p>June 2025</p> <p>October 2024</p> <p>June 2025 Jan 2025</p> <p>May 2025</p> <p>November 2024</p>	<ul style="list-style-type: none"> • 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. • Learner survey and HGIOURS • 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 • Impact of digital tools
<p>Continue to develop shared expectations of learning and understanding of standards across all levels from EYC to P7 and beyond.</p>	<ul style="list-style-type: none"> ➤ Working collegiately with South Ayrshire Learns team to develop shared understanding around appropriate pace and progression ➤ 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 & SAR plans) ➤ Continue to develop staff skill in analysing data to inform learning, teaching and assessment 	<p>L Livingstone HT All staff</p>	<p>August 2024</p> <p>June 2025</p> <p>Throughout session 24/25</p> <p>Throughout session 24/25</p> <p>December 2024</p>	<ul style="list-style-type: none"> • Gains made in attainment levels/data • Stretch aims for Numeracy in P3 (73%) and P6 (88%) • 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
<p>Engage families and wider partners in collaborative working opportunities to enhance and enrich learning in numeracy and mathematics.</p>	<p>PARENTAL & WIDER ENGAGEMENT</p>		<p>HGIOS 4 2.3, 2.5, 2.7 3.2</p>	
	<ul style="list-style-type: none"> ➤ Create a calendar to share events and development opportunities linked to numeracy priorities. ➤ PEEP sessions ➤ Block Play ➤ Stay and Play 	<p>L Lockie DHT</p> <p>R Jeffries & M Kenney EYP Seniors</p>	<p>September 2024</p> <p>August 2024</p>	<ul style="list-style-type: none"> • Annual questionnaires • Self-evaluation

PRIORITY 3: IMPROVING HEALTH & WELLBEING OF ALL CHILDREN THROUGH AN INCLUSIVE & ENGAGING CURRICULUM



What Outcomes Do We Want to Achieve?	How Will We Achieve This?	Lead Person	Timescales	How Will We Measure Impact?
<p>Increased confidence in the identification of appropriate HWB interventions, resulting in improved engagement in learning.</p> <p>Improved understanding of the Promise</p>	PERFORMANCE INFORMATION		HGIOS 4 1.1, 1.2, 1.4, 2.3, 3.2	
	<ul style="list-style-type: none"> ➤ Develop a more robust tracking system for collecting and collating pupil progress in HWB, including wider achievements. ➤ Review tracking of care-experienced children and opportunities provided 	<p>I Lindsay PT All staff</p>	<p>October 2024 Sep, Dec, Feb, May</p>	<ul style="list-style-type: none"> • Improvements in attendance (92% and above) • Gains in percentage of children undertaking clubs • Improvement in wellbeing through tracking wellbeing webs/questionnaires • Improvement in attainment • Decrease in number of children being referred to LT (tracked through Positive Relationships Policy) • All staff to achieve the Promise Education Award
<p>Positive, rights respecting approach is embedded throughout the school</p> <p>Children are engaged in physical activity to improve their wellbeing</p>	CURRICULUM & ASSESSMENT SCHOOL & EYC IMPROVEMENT TEACHER PROFESSIONALISM & SCHOOL LEADERSHIP		HGIOS 4 1.1, 1.2, 1.4, 2.3, 3.2	
	<ul style="list-style-type: none"> ➤ Review HWB pathways to ensure appropriate progression ➤ Implement the Local Authority Wellbeing Resource "Treehouse". ➤ Evaluate current practice using the Rights Reviews and Promises self-evaluation toolkit, including support for Young Carers. ➤ To raise awareness and understanding of The Promise – the commitments made around education to support inclusion and improve outcomes. ➤ Clear focus on whole school approach to rights, vision and values, ensuring our approaches continue to be maintained consistently across the school. ➤ Nurturing approaches embedded in practice ➤ Continue to work with Active Schools to engage all children in activities to promote their physical wellbeing. ➤ All pupils will experience a range of opportunities to deepen their learning through their learning environment, including the outdoor environment. ➤ Embed play-based learning opportunities across Early Level to provide meaningful learning contexts including beach & forest school focus in the EYC and playful pedagogy. ➤ Develop play as a learning context across all ages and stages in order to deepen learning and develop meta-skills. ➤ Staff to attend CLPL opportunities, professional reading and discussion through staff meeting. 	<p>All staff I Lindsay PT</p> <p>C McCaw/All staff K McRae/All staff I Lindsay PT</p> <p>I Lindsay/A Clydesdale</p> <p>L Livingstone HT/G Brocklebank/L MacPherson</p>	<p>September 2024</p> <p>October 2024</p> <p>June 2025</p> <p>December 2024</p> <p>June 2025</p>	<ul style="list-style-type: none"> • Audit of current practice and pathways • Quality assurance evaluations • Peer monitoring of classroom/playroom practice and children's learning experiences • 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 • Wellbeing assessments from Treehouse • Feedback from parents • Feedback from pupils, wellbeing webs, surveys • RRS group feedback • Coherent and progressive links between stages and across levels • Boxall Profiles and monitoring targets set.
<p>Children and families will be supported to make positive changes to support and improve both learning and wellbeing</p>	PARENTAL & WIDER ENGAGEMENT		HGIOS 4 2.3, 2.5, 2.7 3.2	
	<ul style="list-style-type: none"> ➤ Opportunities for parent to take part in HWB activities, both physical and mental health. ➤ Promote partnership working. ➤ Whole school HWB event 	<p>I Lindsay PT</p>	<p>April 2025</p>	<ul style="list-style-type: none"> • Annual questionnaires • Self-evaluation • Pupil feedback • Feedback from partnership working

Marr Cluster Improvement Priorities 2024-25



Cluster Improvement Priority		Rationale for Improvement Priority based on evidence			
<p>To further embed cluster improvements in literacy and numeracy through effective moderation practices and shared professional learning.</p> <p>Our staff team has a shared understanding of The Promise and what we each can do to support our Care Experienced children and young people.</p>		<p>Our cluster approaches to improving practice in assessment and teaching of literacy has led to strong cluster working and shared professional learning to improve literacy outcomes. This model should be replicated with a focus on improving numeracy. Data (GL and professional judgement) highlights a need to improve young people's mental agility, mathematical reasoning and understanding of number. To face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population (Principles and Practice in Numeracy and Maths).</p> <p>The Promise is a national and local drive to improve the educational outcomes of care experienced children and young. Delivering The Promise award programme will help to address the key priorities of the Promise – to reduce the stigma that many care experienced people feel by promoting consistency of messaging around The Promise and the use of non-stigmatised language.</p>			
SAC Priority	NIF Priority	NIF Driver	HGIOS? 4		
Closing the attainment gap between the most and least disadvantaged children Improvement in achievement, particularly in literacy and numeracy	1, 2, 4, 5	School and ELC Leadership Teacher and practitioner professionalism Curriculum and assessment School and ELC Improvement	1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 2.6, 2.7, 3.1, 3.2, 3.3		
What actions are required to reach desired outcome?		Who	When	Resources	Outcome Measures
Promote the Marr Cluster vision across the school and wider community to ensure unity of approach and develop approaches to celebrating success underpinned by values and rights.		All	August 2025	Marr Vision for Learning SAC Vision for Learning Promotional Posters RRS Resources	All children and young people feel a sense of belonging to the Marr cluster. Their success and achievements are celebrated through our values and commitment to children's rights.
<p>Raise awareness and understanding of The Promise (the commitment made by the Scottish Government to improving the experiences and outcomes for Scotland's care experienced children and young people) and our responsibilities as corporate parents.</p> <p>Help practitioners understand the needs of children and young people who are Care Experienced and what we can do to support them.</p>		All staff led by SLT	2 x 1.5 Hour Professional Learning Sessions (Twilight/In-Service TBC)	Development time SAC Resources / online module	<p>Young people will feel that they are respected and valued members of the school community (survey results).</p> <p>Staff will be able to identify the key principles of the Promise (training assessment results and staff views gathered through professional dialogue)</p> <p>Marr Cluster Schools will achieve 'The Promise Award' through engaging in professional learning focused on this.</p>
Engage with parents and carers to explore themes for family learning sessions. Identify preferred formats. Use feedback to plan school and cluster family learning events.		F Paterson	End September	MS Forms Development time	Parents and carers are supported to identify themes to enhance their child's learning at home, leading to improvements in literacy, numeracy and health and wellbeing.
Embed our approaches to learning, teaching and assessment of children's writing. Moderate children's writing across early, first, second and the beginning of third level. Build on our approaches to shared professional learning across the cluster.		Fiona Paterson Gillian Sargent	Feb 25 - May 25 Moderation 27 th May	Development time Staff self-evaluation Data (GL, CfE, SNSA)	Children and young people are benefitting from staff's shared understanding of assessment and moderation.

Launch Numeracy common language document. Replicate cluster literacy model to lead improvements in moderation and assessment in numeracy. Plan and deliver cluster CLPL sessions on mental agility, word problems and mathematical reasoning.	P Crossan Cluster Numeracy Leads	September to November 2024	Development time	Children and young people are benefitting from staff's shared understanding of assessment and moderation in Numeracy. Teachers are improving their practice in developing children's mental agility and understanding of number.
Continue to embed the Family First model and identify how we can use this support to reduce barriers to learning and attendance experienced across the cluster. Develop a Marr Cluster Attendance Policy and parent/carer attendance leaflet. Analyse attendance data for P5-P7 pupils and increase attendance by: <ul style="list-style-type: none"> Identifying factors impacting on attendance Raising awareness of impact of attendance on our families – including term time holidays Working in partnership with our families who are facing challenges to build relationships and trust and strengthen communication Working in partnership with local agencies and services to reduce barriers to attendance 	G Hobson Cluster HTs F Young D Alford K Webster Primary PEF Leads J Scott	August 2024 – June 2025	Educational Psychologist Welfare Officer Support and Development Worker Cluster Resources Learning and Inclusion Teacher, Support and Development worker, TAC Meetings	Reduction in learners with less than 80% attendance. Increase overall school attendance by 3%. Improved attendance and engagement. Reduction in referrals and exclusions.

Update on Progress

Key Dates

Cluster Events		
Monday 16th September	Relationships, behaviour management and de-escalation	
Tuesday 12th November	Marr Cluster Number Talks	Football
Friday 22nd November 9.30 – 11.30am	Cluster P7 Debate	Basketball
Friday 13th December	P7 Walk about	Netball
Wednesday 15th January	Supporting Neurodiverse Learners	Athletics
Friday 7th March 9.50am on Teams	P7 Rotary Quiz	Rugby
Tuesday 3rd December tbc	P7 Parent Welcome Evening	
Tuesday 11th March 9.30 – 11.30am	P7 Maths/STEM Challenge	STEM Leaders
Friday 9th May	Enhanced Transition	Sport Leaders
Tuesday 13th May tbc	P7 Information Evening	Health Sector
Friday 16th May 9.30 – 2.00pm	P6 DYW and Modern Languages Transition Day	
Tuesday 10th & Wednesday 11th June	P7 to S1 Transition Days	
Friday 13th June	P6 Socceraid	
W/C Monday 16th June	New S1 parent / guidance staff meetings	
Friday 20th June	Book Festival	

Cluster Meetings – 9:15am start		
Date	Venue	Comments
Wednesday 11 September	Troon Primary	
Wednesday 30 October	Marr College	QIO/QIM attendance
Wednesday 27 November	Muirhead Primary	Closed agenda
Wednesday 29 January	Struthers Primary	
Wednesday 12 February	Barassie Primary	QIO/QIM attendance
Wednesday 26 March	Troon Primary	Closed agenda
Wednesday 7 May	Marr College	QIO/QIM attendance

