



## SOUTHCRAIG SCHOOL



SCHOOL IMPROVEMENT PLAN: 2025-2026






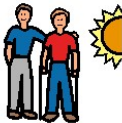



## Our Vision



*At Southcraig School, we work together to provide an inclusive learning environment where everyone is valued and achievements are celebrated. We are committed to ensuring success, equity and wellbeing for all.*

## Our Values

*Our values reflect what we believe creates a positive and nurturing ethos within the school:*

	Happiness
	Respect
	Independence
	Inclusion
	Communication

# **Our Aims:**

## ***1. We aim to celebrate achievements and success:***

- Through displays and presentations in school and the wider community.
- With praise and weekly assemblies.

## ***2. We aim to identify the needs of each learner through:***

- Careful assessment and identification of strengths and development needs.
- Monitoring learners' achievements closely.

## ***3. We aim to develop each child to their fullest potential by:***

- Providing high quality learning and teaching through a variety of experiences.
- Encouraging and supporting each learner to work to the best of his/her ability.
- Ensuring every learner benefits from education by paying particular attention to their additional support needs

## ***4. We aim to provide a supportive, caring environment by:***

- Striving to achieve an attractive, stimulating and safe school environment.
- Providing support to learners and their families.
- Applying nurture principles across the school

***5. We aim to help each child achieve greater independence and self-motivation by:***

- Providing opportunities which encourage independence in all learners
- Encouraging greater awareness of self and others

***6. We aim to build on partnerships with parents, the wider community and others associated with the school by:***

- Keeping parents/carers fully informed through reports, newsletters and daily diaries
- Actively involving parents/carers in their children's education
- Raising awareness of the work of the school in the local 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

## Priority 1: Improvements in Learning, Teaching and Engagement

Priority 1: Improvements in Learning, Teaching and Engagement				
<u>Links to HGIOS4</u> <b>1.2, 1.4, 2.3, 3.2</b>		<u>Links to NIF priorities</u> <i>Improvement in attainment, particularly in literacy and numeracy</i>		<u>Links to NIFdrivers</u> <b>School Leadership</b> <b>Curriculum and assessment</b> <b>School improvement</b>
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person(s)	Completion date	Monitoring & Evaluation/ Evidence of success
<b>COMMUNICATION</b>  <b>(SIP GROUP 1)</b>	<ul style="list-style-type: none"> <li>To continue to work towards South Ayrshire Communication Friendly Award with a focus on Supportive Learning Approaches and Adult Interactions</li> <li>To ensure robust, effective, respectful communication at all levels across the school community. (e.g. Team Charters/Staff communication/ Parental involvement)</li> <li>To roll out the SCERTS approach across more classes (piloted in 2 classes in 2024-25)</li> </ul>	Nicola Forrester Speech & Language Therapist Keryn Coull Hannah Roberts Scott McRae	June 2026	CFS Accreditation in Supportive Learning Approaches and Adult Interactions  Class Team Charters  Communication Charter  Further involvement/ communication with families in the life and work of the school  SCERTS approach understood and implemented across five classes (Class 1, 2, 3, 4 and S4, S5)

## Priority 2: Health and wellbeing of all

<div> <div> <b>Links to HGIOS4</b>  1.3, 2.1, 2.2, 2.7, 3.1 </div> <div> <b>Links to NIF priorities</b>  <i>Improvement in children's and young people's health and wellbeing</i>  <i>Placing the human rights of every child and young person at the centre of education</i> </div> <div> <b>Links to NIFdrivers</b>  <i>School Leadership</i>  <i>School improvement</i> </div> </div>				
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person(s)	Completion date	Monitoring & Evaluation/ Evidence of success
<b>RIGHTS RESPECTING SCHOOLS</b>  To achieve the Rights Respecting School Gold Award <b>(SIP GROUP 2)</b>	<ul style="list-style-type: none"> <li>Achieve RSS and maintain Gold Award</li> <li>Further embed whole school community understanding of being a Rights Respecting School through planned activities</li> <li>Provide further opportunities for 'Southcraig Speaks' group to have a say in their school</li> </ul>	Claire McKay Liz Gilmour Sofia Velentza Kelly Watson Amy Rae (Claire MacKenzie)	June 2026	RRS Gold Accreditation  Southcraig Speaks group action plan/ minutes of meetings
<b>ECO SCHOOLS/ OUTDOOR LEARNING</b>  To maintain Green Flag status and develop Eco Curriculum <b>(SIP GROUP 3)</b>	<ul style="list-style-type: none"> <li>Achieve next Green Flag Award</li> <li>Participate as a whole school in the Provost Footprint Challenge (reducing our carbon footprint)</li> <li>Link Eco/ Outdoor learning opportunities to our wider achievement and meta skills framework</li> </ul>	Julie Wallace Kerry Nixon Nicole Donaldson Paul MacFarlane Heather Devaney Samantha Laurie Kathy Tse	June 2026	Maintain Eco Schools Status (6 <sup>th</sup> Green Flag)  Participation in activities across the school to reduce our carbon footprint  Eco/Outdoor Learning Framework and guidance
<b>BOXALL PROFILES</b>	<ul style="list-style-type: none"> <li>To complete Boxall profiles for <b>secondary</b> pupils</li> <li>To set HWB targets in Learning Plans based on the profiles</li> <li>To develop social and expressive experiences for secondary pupils to work on their targets</li> </ul>	Leadership Team/ Teachers/SSAs	June 2026	Completed Boxall profiles  HWB targets in Learning Plans  Evidence of groups / completion of targets

### Priority 3: Developing our Curriculum

<u>Links to HGIOS4</u> 1.1, 2.2, 2.3, 3.2	<u>Links to NIF priorities</u> 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	<u>Links to NIF drivers</u> Leadership Performance information Parent/carers engagement and family learning Teacher professionalism		
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person(s)	Completion date	Monitoring & Evaluation/ Evidence of success
CURRICULUM DESIGN  (SIP GROUP 4)	<ul style="list-style-type: none"><li>Explore and review the curriculum across the school considering the changing needs of our learners (fitting in with our Core Curriculum)</li><li>Develop curricular supports/planning tools for staff which increase confidence and creativity in meeting the needs of all learners (including Equals Framework)</li><li>Explore a range of curricular pedagogies and adapt and use as possible.</li><li>To refresh and build on curricular pathways across the school, including DYW and Meta Skills progression</li><li>Senior Phase department will work with Lightyear Foundation STEM project ambassador to build creative and motivating approaches to STEM curriculum</li></ul>	Jane Gordon Debbie Skeoch Dionne Hynd (PEF PT) Lisa Wilson Nicola McNally Graeme Robertson Julie Russell Erin Lawson Karen Stalker	June 2027	Updated Curriculum Rationale  Toolkit of supports/planning tools for teachers  Updated Curriculum Pathways  Evidence of creative learning opportunities/ project-based learning (including STEM project)  EQUALS curriculum training supports staff understanding



<b>ENGAGEMENT IN LEARNING</b>	<ul style="list-style-type: none"> <li>• Develop supports and approaches to increase active engagement of all learners in classes</li> <li>• Extend confidence in creative learning and teaching approaches across the school</li> <li>• Teachers explore other practice across partner schools.</li> <li>• Increased focus on SCERTS approach and transactional supports needed</li> <li>• Develop Intensive Interaction approaches</li> </ul>	Leadership Team	June 2026	<p>Toolkit of approaches to support active engagement</p> <p>Evidence of sharing practice with partner schools</p> <p>Intensive Interaction training building staff confidence</p>
<b>MODERATION</b>  To continue to embed consistent moderation processes	<ul style="list-style-type: none"> <li>• Continue to embed the moderation cycle and procedures in place to ensure consistency across the school</li> <li>• Continue to promote consistency in the use of Evisense to record and track pupil progress and communicate with families.</li> </ul>	Leadership Team	June 2026	<p>Evidence of collegiate moderation events/meetings</p> <p>Monitoring/ feedback of the use of Evisense</p>
<b>PROFESSIONAL READING &amp; ENQUIRY/ COLLEGIATE WORKING/ SUPPORT</b>	<ul style="list-style-type: none"> <li>• Share practice and discuss pedagogies/ideas through a professional reading &amp; enquiry book club</li> <li>• Share good practice and explore opportunities to liaise with colleagues in other ASN provisions</li> <li>• Mentorship programme to support new teachers</li> <li>• Continue to work collegiately with leaders in ASN provisions to promote consistent approaches and a shared understanding of processes across provisions</li> <li>• Further develop sensory toolkit and relationships toolkit to support staff, including signposting to wellbeing/self-care resources and supports</li> </ul>	Leadership Team/ Educational Psychologist/ Teachers/ SSAs	June 2026	<p>Evidence of professional reading book club</p> <p>Engagement in mentorship programme (6 teachers)</p> <p>Collegiate leadership meetings</p> <p>Use of Sensory Toolkit to meet sensory needs</p> <p>Relationships toolkit in place to support staff</p>

## MONITORING AND REVIEW

Regular and systematic monitoring of progress of the priorities contained in this School Improvement Plan will take place throughout the school year.

This will be done through a variety of activities including:

- *Gathering of relevant information and evidence, based on the 'Monitoring & Evaluation/ Evidence for Success' section of each Action Plan*
- *Observing and recording teaching and learning, considering the impact on the learners*
- *Discussions at regular staff meetings and In-service days*
- *Feedback from parents, pupils and other stakeholders on our progress*

This will enable the school and its stakeholders to evaluate progress towards our agreed priorities and consider the impact of the outcomes on our learners. This information will then be shared in our Standards and Quality Report.