



STRUTHERS PRIMARY SCHOOL & EARLY YEARS CENTRE

SCHOOL IMPROVEMENT PLAN

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SESSION 2023-24

STRUTHERS PRIMARY SCHOOL & EARLY YEARS CENTRE



SOUTH AYRSHIRE VISION

South Ayrshire Council Plan 2023/28

Our Purpose, Vision and Values



Our Purpose
To Serve South Ayrshire

Our Vision
To Make a Difference Every Day

Our Values
Respectful, Positive, Supportive, Proud and Ambitious

LOCAL AND NATIONAL DRIVERS: EARLY YEARS

South Ayrshire Council Plan

Spaces and PLaces
Live, Work, learn
Civic and Community Pride



Children's Services Plan

Outstanding universal provision
Tackling Inequalities
Love and support for our Care Experienced young people and young carers
Good physical and mental wellbeing
Promoting Children's Rights

Education Services Priorities

Equity, Wellbeing and Inclusion
Learning, Teaching and Assessment
Curriculum
Self Evaluation for Self Improvement

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
Improvement in employability skills and sustained positive school leaver destinations for all young people
Improvement in attainment, particularly in literacy and numeracy



LOCAL AND NATIONAL DRIVERS

OUR VISION, VALUES AND AIMS

OUR VISION



Flourish



Achieve



Belong

OUR VALUES

RESPECT RESPONSIBILITY INCLUSION HONESTY KINDNESS

OUR AIMS

EXCELLENCE AND EQUITY

To provide an inspiring learning environment with high quality experiences to improve the standard of achievement and attainment within the school.

To ensure that every child feels valued and supported and has equal opportunities within the school.

To assist pupil's personal and social development

PARTNERSHIP WORKING

To promote an effective partnership linking school, home and community.

SCHOOL LEADERSHIP AND IMPROVEMENT

To provide a quality educational service, taking full account of National and Local Priorities and implementing them effectively.

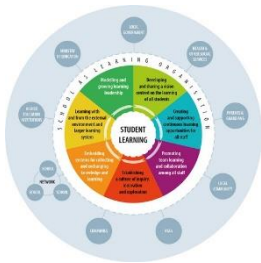
To ensure our children are equipped with the skills they need to become successful learners, confident individuals, effective contributors and responsible citizens.



STRATEGIC DRIVER DIAGRAM SESSION 2023-2024

RATIONALE FOR OUR SCHOOL IMPROVEMENT PRIORITIES: SCHOOL AS A LEARNING ORGANISATION DIMENSIONS (SALO)

This session, our approach to school improvement will be centred on the OECD report, "What Makes the School a Learning Organisation?" We will undertake a range of professional reading and reflection which will focus on unpacking the 'Seven Dimensions' and their 'elements' as outlined in the OECD working paper. Establishing the school as a learning organisation will help to support and guide the school community as we strive to maintain our vision for change and improve outcomes for our children. We will continue to focus on high standards of attainment and achievement whilst working to close identified gaps and address trends and patterns in attainment data. We will continue to foster strong relationships with our full school community, to ensure we fulfil our school vision, values and aims and allow all children to celebrate successes and reach their potential. Our areas of development link to identified local and national priorities and have been identified through self-evaluation and consultation with staff, pupils and parents as well as through analysis of attainment and achievement data.



- Developing and sharing a vision centred on the learning of all students
- Creating and supporting continuous learning opportunities for all staff
- Promoting team learning and collaboration among staff
- Establishing a culture of inquiry, innovation and exploration
- Establishing embedded systems for collecting and exchanging knowledge and learning
- Learning with and from the external environment and larger learning system;
- Modelling and growing learning leadership

STRUTHERS PRIMARY SCHOOL STRETCH AIMS

LITERACY

- To achieve steady and consistent attainment across all levels of CfE – minimum of 85% on track for each level
- Current CfE June 2023
 - 92% Early Level
 - 82% First Level
 - 85% Second Level

NUMERACY

- To achieve steady and consistent attainment across all levels of CfE – minimum of 90% on track for each level
- Current CfE June 2023
 - 94% Early Level
 - 83% First Level
 - 86% Second Level

HEALTH AND WELLBEING

- To improve resilience and mental wellbeing across all stages
- To improve attendance rates across all stages to over 90%
- To increase engagement in sports within school and beyond



SOUTH AYRSHIRE STRATEGIC DRIVER DIAGRAM SESSION 2023-2024

South Ayrshire Service Plan Priority: 1. Closing the poverty-related attainment gap by improving attainment in literacy					
SAR Strategic Plan Priority: To raise attainment in literacy and close the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire					
ALL SOUTH AYRSHIRE SCHOOLS 2023-2024					
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 2023 all schools will have an identified Reading Leader	<p>The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders</p>	All reading leaders can join a dedicated MS Team to ensure access to information, local/regional/national messages and resources and, opportunities to collaborate.		June 2023
	By June 2023 all clusters will have an identified SAR link person to direct enquiries / requests to.		<i>South Ayrshire Reads</i> strategy document and MS Team		June 2023
	By end of August 2023 ALL education staff, parents, children and young people will be introduced to the strategic vision of (SAR)the South Ayrshire Reads initiative.		SAR Video link will be provided, and time allocated on August Inservice days to share with all school staff. <i>(Please share with all pupils during the first few weeks of term and share the video link on your school social media channels)</i>		August 2023
	By April 2024 ALL education staff will have had the opportunity to attend an online South Ayrshire Reads Engagement session		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed		April 2024
	By April 2024 ALL parents, carers and partners will have had the opportunity to attend an online South Ayrshire Reads Engagement session		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed		April 2024
	By September 2023 ALL primary education staff will have engaged in initial science of reading training (Sept Twilight) and follow-up training (TBC)		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed		April 2024
	By February 2024 ALL school assistants will have had the opportunity to attend in-person Supporting Children with Reading training		Training will take place on both October 2023 and February 2024 Inservice days		October 2023 February 2024



MARR CLUSTER PRIORITIES 2023-2024

Cluster Improvement Priority						
To enhance our approaches to curricular transitions, ensuring continuity in pedagogy and a shared understanding of learning, teaching and assessment across sectors through collaborative working to raise attainment.						
SAC Priority	NIF Priority	NIF Driver	HGIOS? 4			
Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, 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, 1.4, 1.5, 2.2, 2.3, 3.2, 3.3			
What actions are required to reach desired outcome?			Who	When	Resources	Outcomes
Promote the Marr Cluster vision across the school and wider community to ensure unity of approach. Embed a shared understanding of what high-quality learning, teaching and assessment looks like. Develop approaches to celebrating success underpinned by values and rights.			All	August 2023	Marr Vision for Learning SAC Vision for Learning SALO Promotional Posters RRS Resources	
Plan and deliver a cluster family learning event that promotes learning in literacy, numeracy and health and wellbeing.			G Hobson J Fleming	May 2024	SAC Numeracy and Literacy Leads School Counsellor ASD Outreach Nurture Team Central ASFL Thriving Communities	
Develop our approaches to planning of high-quality assessment of children's writing. Staff to collaborate throughout the process ensuring effective moderation and consistency of standard through Marr Cluster Creative Writing Competition.			Cluster Improvement Team Fiona Paterson Gillian Sargent	February 2024 May 2024	Development time Staff self-evaluation Data (GL, CFE, SNSA)	
Promote reading for enjoyment and build a culture of reading throughout the Marr Cluster through engaging in South Ayrshire Reads CLPL and implementing South Ayrshire Reads approaches.			Julie Fleming Gillian Sargent School Librarians	August 2023 – June 2024	SAC Reads Strategy	
Lead SAC pilot to develop knowledge of terminology that is essential to supporting learners' smooth transition from primary to secondary through Critical Literacy Transition Project and recommended list of texts.			P7 Teachers C Mair (Muirhead) G Sargent, PT English D Russell, LT Literacy	By end May 2024	Lesson plans Development time Any Identified resource needs	
Provide consistent high-quality learning experiences across numeracy and Maths, using data to inform improvement planning and interventions to support improvements in attainment. Re-launch common methodology and language of numeracy through Maths Challenge Day.			F McCue, PT Maths A Mendy, LT Numeracy P7 Teachers	Term 1	GL / SNSA Assessments Staff Development Time Lesson Plans Time for staff visits	
Promotion of positive relationships and engagement with secondary school for pupils identified at P5-P7 with a view to ensuring increased 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 D Alford K Webster Primary PEF Leads J Scott	August 2023 – June 2024	Educational Psychologist Welfare Officer Support and Development Worker Cluster Resources	



STRUTHERS NUMERACY PRIORITY 2023-2024

South Ayrshire Service Plan Priority: 1. Closing the poverty-related attainment gap by improving attainment in numeracy	NIF PRIORITY 4, 5, 6	NIF DRIVER <ul style="list-style-type: none"> School and ELC Leadership Teacher and practitioner professionalism Curriculum and assessment School and ELC Improvement 	HGIOELC and HGIO54 2.2, 3.3 **** check please
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Strategic Plan Priority 1:

To raise attainment in numeracy and close the attainment gap between the most and least disadvantaged children and young people.
 To ensure effective pedagogy is consistent across the school: high quality learning, teaching and assessment,

Strategic Aim	Actions	Intended Impact	Resources	Leadership	Completion Date
To provide consistent high-quality learning experiences across Numeracy and Maths, using data to inform improvement planning and interventions to support improvements in attainment. To increase confidence in applying a range of play-based learning and CPA strategies to improve depth of understanding and mental agility for all To enhance opportunities for children to apply skills and understanding creatively and logically to solve problems, within a variety of contexts	By June 2023 , complete inventory of numeracy resources and agree storage for ease of access in the upper and infant departments	Confidence, attainment and engagement improvement across all levels: <ul style="list-style-type: none"> 90% children to attain age appropriate CfE levels. This is currently 85% Gaps in learning are clear and targeted interventions are measured and evaluated every term Children are engaged in a range of play-based learning experiences to deepen their understanding and build upon previous knowledge Learning links to children's lives, interests & culture, allowing children to make connections and apply their learning within real-life contexts CPA approaches are embedded across all stages 	Easily accessible storage options purchased	Mr Kerr and all staff	June 2023
	By September 2023 , key staff to visit schools where play pedagogy is recognised as good practice. Investing in additional resources for P1, P2/1 and P2		Researched play-based approaches prior to investment in new resources	Mr Kerr, Mrs Nelson and Mrs Lockie	September 2023
	By October 2023 , maths planning, assessment and tracking will be reviewed to ensure consistency across all stages		<ul style="list-style-type: none"> Staff from Early, First and Second Levels working collaboratively on skills progression CfE tracking and development milestones explored 	Full staff in EYC and PS	October 2023
	By November 2023 , increase Early Years Practitioners working knowledge of Numeracy Developmental Milestones.			Multiple dates will be available to attend virtual and in-person workshops with Scott Morrow and Chris McKenna	Mr Kerr
	By end of November 2023 , all staff, parents, children and young people will have had the opportunity to attend workshops aimed at improving numeracy approaches		<ul style="list-style-type: none"> Basic Number Screener resources Skills Progression Dyscalculia assessment materials 	Mrs Nelson	January 2024
	By January 2024 Basic Number Screening and Catch-up Numeracy training will be offered to all staff in conjunction with awareness of dyscalculia indicators			<ul style="list-style-type: none"> Leads from Early, First and Second Levels will model teaching approaches for all Full lesson structure provided 	Mr Kerr, EYDHs and
	By May 2024 , high-quality maths lesson, with subtle differentiation, to be modelled by numeracy leads and evaluated by staff				



STRUTHERS LITERACY PRIORITY 2023-2024

South Ayrshire Service Plan Priority: 1. Closing the poverty-related attainment gap by improving attainment in literacy	NIF PRIORITY 4, 5, 6	NIF DRIVER <ul style="list-style-type: none"> School and ELC Leadership Teacher and practitioner professionalism Curriculum and assessment School and ELC Improvement 	HGIOELC and HGIO54 1.1, 2.2, 2.3, 3.2
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Strategic Plan Priority 2:

To raise attainment in literacy and close the attainment gap between the most and least disadvantaged children and young people.
 To ensure effective pedagogy is consistent across the school: high quality learning, teaching and assessment,

Strategic Aim	Actions	Intended Impact	Resources	Leadership	Completion Date
To provide consistent high-quality learning experiences that develop confident and skilled readers To use data to inform improvement planning and interventions to support improvements in attainment. To increase staff confidence in utilising a range of play-based learning approaches: reading, writing and listening and talking To embed Talk for Writing skills across all classes, measuring impact on attainment to allow for responsive action	By June 2023 , complete book audit to ensure reading material is current and quantities reflect the increase in our school roll	Confidence, attainment and engagement improvement across all levels: <ul style="list-style-type: none"> 95% children to attain age appropriate CfE levels. This is currently 92% Gaps in learning are clear and targeted interventions are measured and evaluated every term Children are engaged in a range of play-based learning experiences to deepen their understanding and build upon previous knowledge Learning links to children's lives, interests & culture, allowing children to make connections and apply their learning within real-life contexts CPA approaches are embedded across all stages 	New books for reading scheme and class novels purchased	All staff	June 2023
	By June 2023 , apply for bronze Reading Schools accreditation and complete our audit for dyslexia inclusive practice		Full bank of evidence gathered SAFA Dyslexia toolkit	Mrs Grant, Mrs Clark, Mrs Lockie and Mrs Blackwood	June 2023
	By September 2023 , new book spines with skills listed are shared with home to strengthen partnerships		Skills-based spines	Mrs Paterson	September 2023
	By October 2023 , literacy planning, assessment and tracking will be reviewed to ensure consistency across all stages. Play-based learning planned across P1 - 2		Staff from Early, First and Second Levels working collaboratively on skills progression and tracking	Full staff in EYC and PS	October 2023
	By November 2023 , increase Early Years Practitioners working knowledge of Literacy Developmental Milestones.		Multiple dates will be available to parents and staff to engage in further training in-house and with our LA Literacy Leaders	Mrs Grant, Mrs Paterson and Mrs Bloomer	November 2023
	By end of November 2023 , Talk for Writing lesson modelled and evaluated		Parent Council to gather book donations and wrap – ready for the 1 st of December	Mrs Grant	End of November 2023
	By end of December 2023 , advent book calendar to increase accessibility to reading materials for all		Clear skills progression from all genres from EYC to third level	Leads from Early, First, Second and Third levels	April 2024
	By April 2024 , peer moderation of writing: observation and children's work		<ul style="list-style-type: none"> TBC after bronze accreditation 	Mrs Grant	May 2024
	By May 2024 , feedback from bronze award actioned ready for silver assessment				



STRUTHERS HEALTH AND WELLBEING PRIORITY 2023-2024

South Ayrshire Service Plan Priority: Early Years/Primary <ul style="list-style-type: none"> Outstanding universal provision Tackling Inequalities Love and support for our care experienced young people and young carers Good physical and mental wellbeing Promoting children's rights 	NIF PRIORITY 1, 2, 3, 4, 5, 6	NIF DRIVER <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parental engagement Assessment of children's progress School and ELC improvement 	HGIOELC and HGIOS4 1.3, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2
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Strategic Plan Priority 3:
 To ensure accessibility for **all** children to join clubs, sports and extra-curriculum opportunities:

- minimizing the gap between the most and least disadvantaged children and young people
- promoting children's rights
- inclusion

Strategic Aim	Actions	Intended Impact	Resources	Leadership	Completion Date
Increase attendance of all pupils from 94% to above 95%. PEF children to increase from 91.28% to 94% To improve children's emotional wellbeing To increase the variety of opportunities to participate in sports, clubs and extra-curricular activities	By August 2023 , introduce wider-achievement records that would allow us to track engagement in sports, clubs and extra-curricular activities	Greater awareness of children who are at risk of missing out, allowing us to support and promote inclusion	Sports equipment, clothing and transport	All staff	August 2023
	By September 2023 , liaise closely with our NHS partners to embed a whole school approach to support mental health & wellbeing	Staff have access to a support network and appropriate materials	Whole School Approach to Support Mental Health & Wellbeing material	Mrs Hayes	September 2023
	By October 2023 , Implementing and embedding physical and mental health and wellbeing policies into practice Yearly calendar of sporting afterschool opportunities created with opportunities for all year groups and different targeted cohorts of pupils	Progressive and coherent planning documents, linking skills, Es and Os and Benchmarks Clear guidance for parents, partners and staff	Nurture Outreach Team GIRFEC, Child-Protection and HWB policies	Mrs Hayes Mrs Love	October 2023
	By October 2023 , UNCRC is embedded in school, with all staff trained in restorative, nurturing, and solution-oriented approaches. Continue nurture groups for intensive targeted support for identified children. Consideration: Wellbeing Wednesday	Consistency of approach and language, leading to a decline in the amount, and severity of children experiencing distressing behaviours. Violence and aggression reports decline	Clearly embed UNCRC Article of the week in all planning, PATHS, UNCRC has clear links to PATHS lesson plans, All Early Years Practitioners to engage with Nurture Principles and restorative training (on Coast).	Full staff in EYC and PS	October 2023
	By end of November 2023 , measures are in place to assess young people's mental health and wellbeing: Anxiety Scale, Boxall, RCADS and Wellbeing Indicators	Needs are much more apparent; and supports tailored to each child's needs. CLPL can be targeted to support the needs within Struthers	Multiple dates will be available to parents and staff to engage in further training in-house and with our LA Literacy Leaders	Mrs Hayes	November 2023
	By end of December 2023 , genuine participation with parents, carers and the wider school community, particularly those who are disadvantaged or show difficulties. Parental Engagement calendar evaluated and further mediums to be explored to maximise parental accessibility	Trusting relationships with all stakeholders, leading to improvement for all Adults	Parent Council to gather book donations and wrap – ready for the 1 st of December	Mrs Grant	End of November 2023




BUDGET/RESOURCES SESSION 2023-2024

PUPIL EQUITY FUNDING - £30,240		
<ul style="list-style-type: none"> To improve the health and well-being of learners through the use of nurturing approaches To increase attainment within literacy and numeracy. To improve attendance of pupils eligible for PEF through effective family and parental engagement. 	<ul style="list-style-type: none"> Teacher - PT element £5,902 Teacher – PT element 0.4 £3,537 	<ul style="list-style-type: none"> School Assistant - 27 hours £20,525 Training budget - £276

SCHOOL BUDGET		
LITERACY	NUMERACY	OTHER AREAS
<ul style="list-style-type: none"> Writing training opportunities identified Infant reading books refreshed Author visits; £175 per visit, funding application in process with Scottish Book Trust New novel study funded for P4/3 	<ul style="list-style-type: none"> Classroom resources to support play-based learning approaches CPA approach and resources funded to embed good practice Staff and family training 	<ul style="list-style-type: none"> Nurture, Attachment & CLPL opportunities explored Play-based thematic teaching and learning

RIGHTS RESPECTING SCHOOLS LINKS

UNCRC ARTICLES	UNCRC ARTICLES	UNCRC ARTICLES
<p>Article 3 Adults must do what's best for me</p> <p>Article 6 I should be supported to live and grow.</p> <p>Article 12 I have the right to be listened to and taken seriously.</p> <p>Article 13 I have the right to find out and share information.</p> <p>Article 15 I have the right to meet with friends and to join groups.</p>	<p>Article 19 I have the right to be protected from being hurt or badly treated.</p> <p>Article 23 If I have a disability, I have the right to special care and education.</p> <p>Article 28 I have the right to an education.</p> 	<p>Article 29 I have the right to an education which develops my personality, respect for others' rights and the environment.</p> <p>Article 31 I have a right to relax and play.</p> <p>Article 39 I have the right to help if I have been hurt, neglected or badly treated.</p> <p>Article 41 Where our country treats us better than the U.N. does we should keep up the good work!</p> <p>Article 42 Everyone should know about the UNCRC</p>



WORKING GROUPS/STAFF LEADERSHIP 2023-2024

RAISING ATTAINMENT

	STAFF LEADERSHIP
TALK FOR WRITING	KERRIE GRANT AND RACHEL PATERSON
READING	MELISSA DEVLIN
NUMERACY	ELLIOT KERR

HGIOS QUESTION	QUALITY INDICATOR	NIF DRIVERS
<ul style="list-style-type: none"> To what extent are all staff involved in leading learning across and beyond our school? How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge? To what extent do we critically engage with research, policy sources and developments in learning and teaching? To what extent do we support children and young people to take responsibility for their own learning and progress? What strategies are we using to develop resilience and confidence in our learners to lead their own and others learning? 	2.2 Curriculum 2.3 Learning, teaching and assessment 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	School and ELC Leadership Teacher and practitioner professionalism Curriculum and assessment School and ELC Improvement Performance Information



HEALTH AND WELLBEING

	STAFF LEADERSHIP
EXCELLENCE AND EQUITY	LAURA CLARK, LUCY LOCKIE, PAULINE GALLOAY AND RHIAN CRAIG
NURTURE	SARAH HAYES
ATTENDANCE AND ENGAGEMENT	LAURA CLARK AND MELISSA DEVLIN
PHYSICAL EDUCATION	ASHLEY LOVE

HGIOS QUESTION	QUALITY INDICATOR	NIF
<ul style="list-style-type: none"> • How well do all staff understand their role and responsibility in supporting learners' health and wellbeing? • How well do children and young people show consideration for others and demonstrate positive behaviour and relationships? • How well do we listen to and involve children and young people in making decisions about their wellbeing, their lives and their future? • How well do we ensure that all staff undertake regular professional learning around legislation, statutory requirements and codes of practice? • How well do we know the steps we have taken have improved outcomes for children? 	2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement	School and ELC Leadership Teacher and practitioner professionalism Parent/ carer involvement and engagement



Flourish



Achieve



Belong

WORKING GROUPS – POLICY AND SELF-EVALUATION

	STAFF LEADERSHIP
EYC	LAURA CLARK, PAULINE GALLOWAY AND RHIAN CRAIG
SCHOOL	LAURA CLARK, EILIDH MCBEAN, LUCY LOCKIE, MELISSA DEVLIN AND KERRIE GRANT

HGIOS QUESTION	QUALITY INDICATOR	NIF
<ul style="list-style-type: none"> • How well have we identified our whole-school, departmental and individual strengths and areas for improvement through self-evaluation? • How well do we involve all stakeholders in self-evaluation and planning for improvement? • How effective are we at ensuring an inward, outward and forward focus in our evaluation and improvement activities? • How well is evidence from self-evaluation being used to drive forward change? • How effective are our approaches to evaluating and monitoring the impact and sustainability of our professional learning? 	1.1 Self-evaluation for improvement 1.3 Leadership of change 2.7 Partnerships	School and ELC Leadership Teacher and practitioner professionalism Parent/ carer involvement and engagement Curriculum and assessment School and ELC Improvement Performance Information

