

# Symington Primary School and Early Years Centre

Improvement Plan 2023/24



*Proud to be part of the PRIDE*

## Vision Values and Aims

### Vision

Take pride in yourself, inspire your learning and work together to become the best you can be.

“Be proud to be part of our PRIDE”

### Values

Positive

Rights Respecting

Inclusive

Determined to Succeed

Excellent



### Aims

- **We aim** to work as a team with parents, children, staff and the wider community, maintaining good relationships for all.
- **We aim** to provide an interesting and stimulating curriculum that is relevant and accessible to all learners, whilst maintaining high standards of learning and teaching.
- **We aim** to develop children's self-esteem, confidence and life skills to enable them to become passionate learners for life and overcome the challenges of the future.
- **We aim** to promote every child's aspirations and support them to reach their learning and personal goals.
- **We aim** to value and respect other people's views, beliefs, cultures and religions promoting equality and inclusion and encouraging all to be Rights Respecting.
- **We aim** to maintain high standards of attainment and achievement ensuring that all learners reach their full potential.

**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

## Priority 1: Learning, Teaching and Assessment to Improve Attainment across curricular areas

NIF Priority:  
Improvement in attainment, particularly in literacy and numeracy.  
Improvement in employability skills and sustained, positive school-leaver destinations

NIF Drivers:  
Teacher professionalism;  
Parental engagement;  
Assessment of children's progress;  
School Improvement;  
School Leadership  
Performance Information

HGIOS 4/HGIOELCC QIs  
1.2 Leadership of Learning  
1.3 Leadership of Change  
2.2 Curriculum  
2.3 Learning, Teaching and Assessment  
2.4 Personalised Support  
2.5 Family Learning  
3.1 Ensuring Wellbeing, Equality and Inclusion

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<p><b>Children will experience high quality learning approaches both within defined areas of the curriculum and across the curriculum.</b></p>	<ul style="list-style-type: none"> <li>Increased exposure to literacy rich environments within Early level which are child led (including P1)</li> <li>Revised curriculum mapping to ensure progression and breadth across each level</li> <li>To revisit the curriculum rationale with particular emphasis on effective cross curricular opportunities for <b>outdoor learning</b>.</li> <li>To further embed the use <b>digital technologies</b> to ensure our teaching is consistent with advances in technologies to support learners with continuing barriers to learning in this area</li> </ul>	<p>M Galt</p> <p>A McCluskey</p>	<p>Continued from past plan – Oct 23</p> <p>August – October 23</p>	<p>class teacher evaluations GL and SNSA data</p>

Literacy				
<p><b>Reading</b> Pupils will improve reading skills through developing consistent practice and sharing learning and teaching strategies.</p> <p>Staff will be supported to implement best practice in teaching reading guided by the South Ayrshire Reads Strategy</p> <p>Learners will better engage with reading as a source of enjoyment and increase fluency and independence</p> <p>Learners will improve capabilities and practice in the writing of extended pieces</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Cluster to take lead from South Ayrshire Reads Strategy and Improvement Plan</li> <li>Where possible, staff to undertake reading CLPL sessions with stage partners across cluster</li> <li>Teachers to build collaborative networks (through TEAMS initially) between practitioners from EYC – P7 in order to support planning, delivery and moderation in reading.</li> <li>Practitioners to observe learning of a reading lesson either within own school or across a cluster.</li> <li>Through collaborative opportunities, increased professional learning and collaboration during cluster twilights and through Reading Leader meetings.</li> <li>Teachers will undertake training in Accelerated Reader work and provision P4-P7</li> <li>Additional time for independent reading built into each day for classes P4-P7</li> <li>Learners will achieve a feeling of success and value by reading text best matched to their ability levels for pleasure</li> <li>Learners will take part in quizzes to confirm understanding of text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>P1-3 will embark on Talk4Writing journey to provide further scaffolding in the art of writing</li> <li>P4-7 will continue Talk4writing journey with some adaptation to sustain interest and increase length of writing.</li> </ul>	<p>M Galt R Smith</p> <p>August -23- June 24</p>	<p>E Caufield</p>	<p>class teacher evaluations</p> <p>Increase of ACEL Reading .data. Baseline 23/24 – 92%</p> <p>Notes and evaluative statements from cluster reading leaders.</p> <p>GL and SNSA data</p> <p>STAR data</p> <p>Increase of ACEL writing.data. Baseline 23/24 – 91%</p>

<b>Improvements in the use of Planning, Assessment &amp; Moderation in literacy to ensure outcomes for learners are consistent within writing</b>	<ul style="list-style-type: none"> <li>Facilitate more opportunities for staff to work with stage partners in other cluster schools – in particular Monkton who are a similar size and village location.</li> <li>Continue to develop inter school working within the cluster with regards to moderation and achievement of levels.</li> <li>SAC looking at standardised Assessments across the board- school to maintain consistency of approach</li> </ul>			
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**As Part of Literacy development with a focus on Reading - Symington Primary school will be part of Phase 1 South Ayrshire Reads. The following forms part of the plan alongside our own reading targets.**

**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
<b>To develop confident and skilled readers in South Ayrshire with a</b>	By <b>June 2023</b> all schools will have an identified Reading Leader		All reading leaders can join a dedicated MS Team to ensure access to information, local/regional/national messages and resources and, opportunities to collaborate.		<b>June 2023</b>
	By <b>June 2023</b> all clusters will have an identified SAR link person to direct enquiries / requests to.		<b>South Ayrshire Reads</b> strategy document and MS Team		<b>June 2023</b>

<p><b>lifelong love of reading and the confidence to access all aspects of education, culture and society</b></p> <p><b>To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry</b></p>	<p>By end of <b>August 2023</b> ALL education staff, parents, children and young people will be introduced to the strategic vision of (SAR) the South Ayrshire Reads initiative.</p>	<p><b>The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders</b></p>	<p>SAR Video link will be provided, and time allocated on August Inservice days to share with all school staff.</p> <p><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></p>		<b>August 2023</b>
	<p>By <b>April 2024</b> ALL education staff will have had the opportunity to attend an online South Ayrshire Reads Engagement session</p>		<p>Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed</p>		<b>April 2024</b>
	<p>By <b>April 2024</b> ALL parents, carers and partners will have had the opportunity to attend an online South Ayrshire Reads Engagement session</p>		<p>Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed</p>		<b>April 2024</b>
	<p>By <b>September 2023</b> ALL primary education staff will have engaged in initial science of reading training (Sept Twilight) and follow-up training (TBC)</p>		<p>Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed</p>		<b>April 2024</b>
	<p>By <b>February 2024</b> ALL school assistants will have had the opportunity to attend in-person Supporting Children with Reading training</p>		<p>Training will take place on both October 2023 and February 2024 Inservice days</p>		<b>October 2023 February 2024</b>

Numeracy				
<p><b>Pupils will:</b>  <b>Demonstrate increased conceptual understanding of numeracy and mathematics through a consistent approach across all primary and supported curriculum transitions</b></p> <p><b>Children’s experiences will benefit from greater stakeholder involvement in planning of Numeracy.</b></p>	<ul style="list-style-type: none"> <li>• Collaborations on key transition document</li> <li>• Observation of lessons across sectors</li> <li>• Continue to build on Maths Week Scotland approach</li> <li>• Maintain working groups to develop training, pedagogy, policies, transition materials and events (maths week Scotland)</li> <li>• Visit each other's lessons and sharing best practice</li> </ul> <ul style="list-style-type: none"> <li>• Involve learners in the planning, assessment and moderation cycle.</li> <li>• Include STINT involvement within specific numeracy needs</li> <li>• Target specific families where there is a greater need for involvement.</li> <li>• Continue PEEP sessions to target new/EYC parents.</li> <li>•</li> </ul>	<p>J Wilson – Maths</p> <p>E Ferguson P7 maths Transition</p> <p>R Moreland (EYC)</p>	<p>September 2023 – May 24</p>	<p>Baseline assessments in each intervention  Timed reassessments at intervention period end.</p>
Play Pedagogy				
<p><b>Early Level Play based curriculum will continue to meet the needs of all children due to the development of the quality of play opportunities in the EYC through well planned contexts and through real life experiences. P1 will further engage in play based learning approach</b></p>	<ul style="list-style-type: none"> <li>• Ensure maximum participation in outdoor learning to meet the learning needs of all</li> <li>• Continue to provide leadership opportunities to all EYP in line with STEPS into Leadership.</li> <li>• Sharing practice across the cluster and across the improvement collaborative.</li> <li>• To provide increased opportunities for outdoor learning in Literacy, Numeracy and Health and Wellbeing and other curricular areas where appropriate.</li> <li>• Using SAC lead develop the classroom set up and curriculum in P1 room to ensure continuation and progress from EYC</li> <li>• Using the Play Pedagogy Triangle to develop planning in P1 in line with EYC</li> <li>• Further develop play based approach into P2 and P3</li> </ul>	<p>R Smith</p> <p>R Moreland (EYC) S Drohan and J Cassidy (p1)</p> <p>N Gillespie (P2) C MacKay (P3)</p>	<p>Continue August 23- June 24</p>	<ul style="list-style-type: none"> <li>• Early Years children achieve 95% of developmental milestones across all 3 areas</li> <li>• Monitoring of children’s learning experiences</li> </ul>



<b>Modern Languages</b>				
<b>Pupils will improve modern language skills through developing consistent practice and sharing learning and teaching strategies in Spanish.</b>	<ul style="list-style-type: none"> <li>• Ensure quality devoted time each week to delivery of Spanish language learning – by Lead Staff member</li> <li>• Further development of cluster approach to ensure consistent expectation</li> <li>• CLPL opportunities for all staff</li> <li>• Involvement at Local Authority level in the development of planners and resources in Spanish</li> <li>• Development of Language Passport outlining expectations and targets for learning at different stages.</li> </ul>	Lyndsay Smith	August 23 – June 24	Observation of lessons Language 'passport' data
<b>Additional Support to overcome barriers to learning</b>				
To ensure consistency of ASN practice and procedure across the cluster.	<ul style="list-style-type: none"> <li>• Pupil Support Co-ordinators to meet regularly to share good practice and their procedures.</li> <li>• <b>Discussion of ASN processes / procedures at school and local authority level.</b></li> <li>• Sharing of inclusive practice.</li> <li>• Review and moderate STINT process / implementation.</li> <li>• Involvement in ASN Transition project which the cluster is piloting, which is being led by Carole Campbell (Educational Psychology)</li> </ul>	M Galt – Lesley Smith and A McPherson	Continue August 2023 – June 2024	Shared understanding and practice across the cluster. Impact of sharing of good practice on PSC workload.  Outcome of transition pilot
<b>Staged intervention targets are well matched to the needs of learners</b>	<ul style="list-style-type: none"> <li>• Continue to identify individuals' needs through robust assessment information (ongoing and periodic).</li> <li>• Development of smarter targets focusing on HWB to meet needs of the children</li> <li>• Use of Personal Plans in Early years to identify needs</li> </ul>	L Smith		Tracking assessment data for targeted children.

<p><b>Close the attainment gap in literacy between the most and least disadvantaged and those experiencing barriers to learning</b></p> <p>To ensure consistency across the cluster when considering</p>	<ul style="list-style-type: none"> <li>• Continue with literacy interventions throughout the school in particular Catch Up Literacy, Reading Wise, , 5 Minute Box and Rapid Reading.</li> <li>• Effective sharing of targets and information with families</li> <li>• Teacher training in target setting</li> <li>• Continue level of rigour and scrutiny of the progress being made by targeted groups (Looked After Children, children living in SMID 1-2 or in receipt of Free School Meals (FME).</li> <li>• Impact of interventions will be measured and compared against control groups.</li> <li>• Produce annual CLPL training calendar and identify needs from staff in terms of carrying out interventions.</li> <li>• Continue to identify individuals’ needs through assessment information (ongoing and periodic).</li> <li>• Use updated Prestwick Cluster assessment programme to ensure consistency for all children.</li> <li>• Continue with targeted support focussing on early intervention for the development of early literacy skills. ASN Teacher and Pupil Support Co-ordinator to produce overview of interventions.</li> <li>• Continued involvement in the national ‘Read, Write, Count,’ campaign with a focus on parental engagement and learning in the home.</li> <li>• Staff continue to make effective use of the Staged Intervention (STINT) process to ensure that the needs of all children are met.</li> <li>• Tasks, activities and resources are effectively differentiated and staff provide appropriate pace and challenge for learners.</li> <li>• Early intervention in Early Years making effective use of Word Aware, 2 Read and Vocab</li> <li>• Continuation of communication using the Speech and Language Pilot “Communication Boards” in EYC</li> <li>• Staff from EYC’s and P1 meet to discuss what achievement of a milestone looks like.</li> </ul>	<p>M Galt</p> <p>A Clark – EYC</p>		<p>Rigorous quality assurance by Pupil Support Co-ordinator Class observations</p>
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achievement of a milestone.	<ul style="list-style-type: none"> <li>Staff will meet and come to a shared understanding of what their achievement of a milestone looks like</li> </ul>			

## Priority 2: Improvement in children and young people's health and well being at Symington Primary and Early Years Centre

<p><b>NIF Priority:</b> Improvement in children and young people's health and wellbeing</p> <p><b>National Improvement Framework Drivers:</b> Assessment of children's progress Parental engagement School improvement</p>		<p><b>HGIOS 4/HGIOELCC QIs</b> 2.1 Safeguarding and child protection 2.2 Curriculum 2.4 personalised support 2.5 Family learning 2.7 Partnerships 3.1 ensuring well being, equality and inclusion</p>		
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<p><b>Improvements to learners' physical, emotional and mental wellbeing.</b></p>	<ul style="list-style-type: none"> <li>• Ensure Equity and equality in opportunity of learning, experiences and values, by more defined use of WOKE project, increasing exposure to literacy of different cultures/life experiences. (see also literacy)</li> <li>• Re introduction of Learning journals to enable reflection on learning both in school and outwith.</li> <li>• Further develop, senior pupils being given higher profile role within the playground at break times to buddy younger children.</li> <li>• Effective tracking of attendance</li> <li>• Continue to follow Management Guidelines on attendance consistently with SLT regularly reviewing attendance.</li> <li>• Wellbeing Webs consistently completed by children at various points in the year to monitor progress.</li> <li>• EYC children/parents continue to complete Care Plans at agreed points across the year.</li> <li>• Develop closer links with Educational Psychology department to give CLPL for staff on areas such as ASD, ADHD &amp; nurture.</li> </ul>	<p>M Galt R Smith</p>	<p>Sep/Feb/May 23/24</p>	<ul style="list-style-type: none"> <li>• Monitoring classroom/playroom practice and the child's learning experience.</li> <li>• Sampling views – pupils, staff, and parents.</li> <li>• Monitoring the effectiveness of planning including EYC Care Plans</li> <li>• Monitoring the effectiveness and impact of staged intervention targets through regular quality assurance procedures</li> <li>• Scottish Government HWB survey results</li> </ul>

	<ul style="list-style-type: none"> <li>• Continue Good practice in this sharing of differences and uniqueness</li> <li>• Personal targets include HWB as part of profiles also within ASN</li> </ul>			
<b>Increased range of outdoor learning activities available to all learners.</b>	<ul style="list-style-type: none"> <li>• Continued development of activities (particularly non-sport) to promote the wellbeing of children, particularly for targeted groups of children.</li> <li>• School continues to work in partnership with Active Schools to target individuals and year groups.</li> <li>• Increase in planned Outdoor Learning as per SAC plan</li> <li>• Introduction of lifeskills group and further development of elective groups</li> <li>• Development of wider community opportunities for pupils/families to be part of</li> <li>• Build on positive perceptions of children and school in the contribution they make to the Wider Community</li> </ul>	R Smith A McClean	Continue August – June 22/23	Participation rates in out of school activities (at least a four week block).  Data provided for Thriving Communities survey23/24.
<b>Building mental health and resilience in all children</b>	<ul style="list-style-type: none"> <li>• School to revisit relationships Policy and co-create</li> <li>• Staff CLPL on Emotional literacy</li> <li>• Further development of PATHS from EYC into P1-3 to provide the language of emotional intelligence</li> <li>• Further embed new SAC Framework to support pedagogy</li> <li>• Nurture techniques in classroom</li> <li>• Refresh of training in nurture techniques for all new staff</li> </ul>	M Galt  Lyndsay Smith	August 2023-June 24	Classroom observations HWB web checks HWB Questionnaire results
<b>To engage all learners with the community by exploring ways to further develop values and ethos</b>	<ul style="list-style-type: none"> <li>• Develop a sense of community, pride and belongingness for all pupils and their families – across Cluster</li> <li>• Parent/Carer Involvement and engagement</li> <li>• Community champions – Senior pupils leading</li> <li>• Community events, ie orienteering, rotary clubs, community councils, intergenerational, active schools, litter picks</li> <li>• Assemblies – Campus Cop, CLD</li> <li>• Seniors attending Primary schools to support activities</li> </ul>	E Beattie (EYC)	September – June 24	Reduction of anti-social behaviour Raised self esteem Greater engagement in school and community events

**Appendix 1**

**Budget**

Priority	Staffing costs	Resources/ other	Total
Priorities 1 & 2	17 hrs Pupil Support Assistant		£15,595
			£15595