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# SYMINGTON PRIMARY AND EYC



Improvement Plan  
2025-2026



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



Our Vision and Values were created in 2019 and revisited in 2023 with a strong belief system evident from all stakeholders.

### 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 – To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged					
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)
To develop confident and skilled readers with a lifelong love of reading.	<ul style="list-style-type: none"><li>To register within the Reading Schools scheme</li><li>To further embed by various strategies confidence in reading for pleasure including being read to.</li><li>To develop a whole school strategy to promoting reading for fun</li><li>To building incentive based approach for reluctant readers to achieve success.</li></ul>		J Wilson	August 2025 – June 2026	Baseline assessment - Reading Schools End – achieving Bronze level
To develop a Communication Friendly Environment in which learners can understand and communicate with ease and confidence whilst raising attainment in Literacy	<ul style="list-style-type: none"><li>Undertake Communication Friendly Environment baseline assessment</li><li>Ensure consistent visuals and signage throughout the school</li><li>Consistent Visual Timetables used throughout the entire school to aid understanding</li><li>To develop strong routines which build confidence and enable use of visuals to aid understanding</li><li>Adults will prioritise communication by building knowledge of language development and adapt language used in order to remove any barriers to learning</li><li>Provide children with strategies to say when they don’t understand which build confidence and resilience</li></ul>		L Smith	June 2025	To achieve at least 2 badges from the communication Friendly Environment Assessment

Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment <a href="#">Educational Services Improvement Plan 2023 - 2026</a>					
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 <a href="#">South Ayrshire Reads Strategy Document</a>					
PHASE 1 SOUTH AYRSHIRE SCHOOLS 2025-2026					
SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
<p><b>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</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><b>To promote the implementation of an excellent reading curriculum which prioritises best practice, challenge and</b></p>	By <b>June 2025</b> , ALL Phase 1 schools will have reviewed the role of their reading leader and, in collaboration with the South Ayrshire Reads team, planned how this role will be used to support reading development over the coming year.	<p>The aims of South Ayrshire Reads continue to be <b>embedded</b> across Phase 1 School Communities focussing on building <b>capacity</b> and <b>sustainability</b>.</p> <p>The <b>values, vision and aims</b> of South Ayrshire Reads is consistent and clear to all stakeholders</p>	<ul style="list-style-type: none"> <li>Role of reading leader reviewed at planning meeting.</li> <li>Reading Leader meeting dates shared and agreed.</li> <li>Reading leader workshop dates agreed.</li> <li>RL MS TEAM accessed for updates, relevant information and collaboration.</li> </ul>	<b>SAR PT's</b>	<b>June 2025</b>
	By <b>June 2026</b> , ALL Phase 1 schools will have participated in at least two reading leader-led workshops within their own setting, supporting the ongoing development of reading practice.		<ul style="list-style-type: none"> <li>All Reading Leaders may attend four half-day sessions (September 2025, November 2025, January 2026, and April 2026) focused on building capacity and providing the knowledge and skills needed to lead impactful reading workshops within their own schools—both with staff and with parents—as part of a wider drive to raise attainment in reading.</li> </ul>	<b>LW</b>	<b>June 2026</b>
	By <b>June 2026</b> , ALL Phase 1 schools will have had the opportunity to engage in collaborative activities—through partnership CLPL, Phase 1 cohort participation, or peer school visits—to build collective efficacy and promote an outward-looking approach to improvement.		<ul style="list-style-type: none"> <li>Bespoke partnership CLPL responsively planned and reviewed in line with contextual needs.</li> <li>Meeting &amp; discussion with SLT around peer school visits</li> <li>Peer visit pre-workshops/discussion/observation guides</li> </ul>	<b>SAR PT's</b>	<b>June 2026</b>
	By <b>August 2025</b> , ALL Phase 1 schools will identify new or returning staff in need of catch-up sessions and will work with the SAR Team to develop a clear plan, ensuring all staff are		<ul style="list-style-type: none"> <li>Phase 1 schools will complete a simple MS Form, identifying new/returning members of staff and their stages</li> <li>Catch-up sessions agreed &amp; planned by SAR Team</li> </ul>	<b>SAR PT's</b>	<b>August 2025</b>

<b>adapted teaching for children with additional support needs</b>  <b>To gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and reading attainment</b>	equipped with the knowledge and skills to support reading development effectively.		<ul style="list-style-type: none"> <li>Phase 1 schools to identify existing members of staff to support this through coaching/modelling</li> </ul>		
	By <b>June 2026</b> ALL Phase 1 education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest.		<ul style="list-style-type: none"> <li>Additional sessions—such as Critical Literacy, Disciplinary Literacy, Play-based Literacy, and Debating—will be planned, created, and delivered by the SAR Team to build on and enhance existing knowledge and practice.</li> </ul>	<b>SAR Team</b>	<b>June 2026</b>
	By <b>June 2026</b> ALL Phase 1 education staff will have had the opportunity to engage in bespoke high-quality CLPL.		<ul style="list-style-type: none"> <li>All CLPL will be grounded in the Science of Reading, with a particular focus on language comprehension and its connection to other areas of literacy development, while continuing to embed previous work on phonics and fluency.</li> </ul>	<b>SAR PT's</b>	<b>June 2026</b>
	By <b>June 2026</b> , ALL Phase 1 education staff will have had the opportunity to further develop their practice in collaboration with the SAR Team.		<ul style="list-style-type: none"> <li>Collaborative activities include workshops, professional discussions, coaching sessions, and model video analysis.</li> </ul>	<b>SAR PT's</b>	<b>June 2026</b>
	By <b>June 2026</b> ALL Phase 1 schools will have had the opportunity to engage with assessment implementation and data analysis to drive teaching and learning.		<ul style="list-style-type: none"> <li>Access to CLPL sessions focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps.</li> <li>Opportunity to attend workshops and drop-in sessions focused on data literacy.</li> </ul>	<b>HMcb</b>	<b>June 2026</b>
	By <b>June 2026</b> ALL Phase 1 schools will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities.		<ul style="list-style-type: none"> <li>Reading Schools and Reading for Enjoyment CLPL opportunities</li> <li>Communication Friendly Environments</li> </ul> Developing Writing through SAR	<b>JM HMcb SL</b>	<b>June 2026</b>
	By <b>June 2026</b> ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.		<ul style="list-style-type: none"> <li>Reading Leader will attend SAR led session prior to delivery of Parent Engagement Workshop Notification</li> <li>Support for RL from SAR team for workshop and parent events</li> </ul>	<b>Reading Leaders &amp; SAR PT's SL</b>	<b>June 2026</b>

			○ Access to authority SAR family engagement session / resources		
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<b>Priority 2 :</b> To improve our approaches to meet the needs of ALL our learners, raising both attainment and achievement Including wider achievements and target setting				
<b>NIF Priority:</b> Improvement in children and young people's health and wellbeing	<b>National Improvement Framework Drivers:</b> Assessment of children's progress Parental engagement School improvement	<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		
<b>What Outcomes Do We Want To Achieve?</b>	<b>How Will We Achieve This? (Intervention Strategies)</b>	<b>Lead Person</b>	<b>Start and Finish Dates</b>	<b>How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)</b>
<b>Children will experience high quality learning approaches in maths and Numeracy</b>	<ul style="list-style-type: none"> <li>Consolidation of methodologies in Concrete, Pictorial and Abstract progression in understanding of mathematical concepts</li> <li>Audit of current concrete materials and ease of access to all learners with upgrade and purchase of best practice materials</li> <li>Introduction of the new planner for 2<sup>nd</sup> level with particular focus on strategic learning and problem solving</li> <li>Provide good quality, open provocations for learning maths at early level</li> <li>Cluster collaboration on 1<sup>st</sup> level planner in specific language and learning (see Cluster attachment)</li> <li>Upgrade of resources at the core basis of teaching in order to ensure a consistent approach across levels</li> </ul>	2 <sup>nd</sup> Level E Ferguson  1 st level A McCluskey  Early Level N Gillespie and L Robertson (EYC)	August 2025 -May 2026	<b>Class Teacher Judgements</b> <b>SNSA</b> <b>GL Assessments</b> <b>White Rose learning checks</b> <b>Observations and milestones</b>
<b>Improved creation of personal target setting to enable children to plan and lead their own learning</b>	<ul style="list-style-type: none"> <li>Revisit the current target setting progress made in the last year and further develop to make them more meaningful for children.</li> <li>Widen the scope of target setting to incorporate the values of the school and metaskills</li> <li>Continue to develop whole school consistency of approach to encourage personal development of children as learners and personalised targets setting.</li> </ul>	<b>All teaching and EYC Staff</b>	<b>Evaluation by October 2025 and progression by June 2026</b>	<b>Pupil focus groups</b> <b>Evaluations</b> <b>Personal target sheets</b>



<p><b>Children will have increased opportunity and understanding of Wider Achievement as life- long learners</b></p>	<ul style="list-style-type: none"> <li>• A key strength of the school is the amount of wider achievement which takes place and the celebration of this</li> <li>• Further tracking the equity of opportunity for all learners and to recognise their wider achievements</li> <li>• Continue to provide, in collaboration with Thriving Communities and other partners - skills in in crafts, sports and games both competitively and at foundation level- access for all</li> <li>• Further development of pupil voice groups and their influence on the evaluation and development of the school</li> </ul>		<p><b>December 2025</b></p>	<p><b>Head Teacher Awards – individual</b></p> <p><b>Tracking of involvement in wider offerings within the community and school</b></p> <p><b>Tracking through time for individuals</b></p>

**Priority 3 : Cluster Collaboration to ensure equality and equity of opportunity and development for all our learners and staff.**

**NIF Priority:**  
Improving performance  
Teacher judgement  
Assessment of children's progress.

**National Improvement Framework Drivers:**  
Assessment of children's progress  
Parental engagement  
School improvement

**HGIOS 4/HGIOELCC QIs**  
**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**

**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)**

**Health and Wellbeing**

Aim	How?	NIF	Action	Who?	When?	Resources	Measures
To explore approaches to dealing with behaviour and consequences in schools to provide a consistent approach.	To develop a wellbeing and resilient learners cluster policy.		To share Positive Relationships Policies. To look at consistent approaches. To share interventions that have impact. To share and moderate assessments and strategies.	All Headteachers	Closed Headteacher meetings	Positive Relationships Policies	To reduce incident of physical and emotional abuse, destruction of property, racist incidents, non compliance

**Evaluation**

**Numeracy and Mathematics – Karen Miller**

Aim	How?	NIF	Action	Who?	When?	Resources	Measures
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To extend the planning changes to second level to first and Early Level	To develop the South Ayrshire planners in line with second level.			<b>Early</b> Charlene Sewell Lisa Afrin Nicola Johnson Caroline Fyfe <b>First</b> Natalie Foy Stewart Bentley Susan Fulton Laura Boyd Emma Fergusson			
<b>Assessment and Moderation</b>							
<b>Aim</b>	<b>How?</b>	<b>NIF</b>	<b>Actions</b>	<b>Who?</b>	<b>When</b>	<b>Resources</b>	<b>Measures</b>
Audit and compare assessment in each school.	To develop best practice through exploring a range of summative assessment approaches.		<ul style="list-style-type: none"> <li>Compare different assessment procedures.</li> <li>Continue with cluster assessment calendar.</li> <li>Review Cluster assessment policy and assessment leaflet for parents.</li> </ul>	All Headteachers	Closed Headteacher meetings twice each year	AR GL SNSA (different schools are using different resources)	Attainment in Literacy and Numeracy
To develop moderation opportunities across the cluster.	To develop best practice in comprehension through moderation.		<ul style="list-style-type: none"> <li>Cluster Twilight – Early, First and Second Level teachers to work together to compare</li> </ul>	Ryan Delaney Gaenor Hardy	Cluster Twilight TBC	Moderation templates	Attainment in reading.

			planning and learning and teaching approaches.				
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## Appendix 1

### Budget

Priority	Staffing costs	Resources/ other	Total
Priorities 1 & 2	16 hrs Pupil Support Assistant		£14,673
	Accelerated Reader		£1322
			£15995