

Symington Primary School and EYC School Improvement Plan 2026-2027



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

Excellence and Equity



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

- 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 work force

Education Services Priorities

- Included, engaged and involved
- Delivering excellence in learning, teaching and assessment
- Transforming our curriculum
- Towards a self-improving education system

National Improvement Framework

- 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 – 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? (Aims)	How Will We Achieve This? (Actions)	Resources	Measures	Completion Date	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.	Continue our Reading Schools journey and work towards Silver accreditation by providing additional opportunities to broaden learners' experiences both in and outside of the classroom. Establish a Reading for Pleasure committee involving all stakeholders. Create a shared, school-wide vision for reading for pleasure. Create inviting reading-rich environment across the school including outdoor areas. Ensure all reading spaces have a diverse and current range of texts. Embed daily teacher read-aloud sessions across all stages. Embed reading for pleasure time as a whole school routine. Reading buddies to increase fluency and confidence in reading. Parent/carer workshops to share SAR and Reading for Pleasure methodologies in order to create a consistent approach.	Purchase of resources for reading rich environments. Audit reading texts.	Reading schools self-evaluation framework. Feedback from all stakeholders	August 2025 – June 2026	Baseline assessment - Reading Schools End – achieving silver level - Classroom observations - Pupils attitude surveys
To develop a Communication Friendly Environment in which learners can understand and communicate with ease and confidence whilst raising attainment in Literacy	Ensure consistency with symbolism across EYC and School. Ensure learning environments have appropriate lighting, designated areas for learning, resources and routines. Appropriate assessment methods used in all classes to ensure understanding. Engagement in professional learning opportunities.	Self-evaluation and Accreditation assessment tool Class visit documentation Purchasing of classroom resources Communication Champion	Evaluation of assessment tool Wellbeing webs	June 2026	Communication Friendly Environment Badges; Learning Environment, Supporting Learning Approaches, Adult Interaction Styles, Nurturing Communication Through class visits increase in independence and self-confidence

SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
To develop confident and skilled readers with a lifelong love of reading and the confidence to access all aspects of education, culture and society To support and develop all education staff to implement best practice through a culture of shared knowledge, collaboration and enquiry To promote the implementation of an excellent reading curriculum which prioritises best practice, challenge and adapted teaching for children with additional support needs	Review 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.	The aims of South Ayrshire Reads continue to be embedded across Phase 1 School Communities focussing on building capacity and sustainability. The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders.	- Role of reading leader reviewed at planning meeting. - Reading Leader meeting dates shared and agreed. - Reading leader workshop dates agreed. - RL MS TEAM accessed for updates, relevant information and collaboration.	SAR PTs	June 2027
	Participate in at least two Reading Leader-led workshops within their own setting, with Reading Leaders taking full responsibility for identifying workshop needs, planning these sessions and leading them to support the ongoing embedding of reading practice.		- All Reading Leaders may attend four sessions (September 2026, November 2026, February 2027, and April 2027) focused on building capacity and providing the knowledge and skills needed to lead impactful change. - All Reading Leaders will plan, create and deliver reading workshops within their own schools - both with staff and with parents - as part of a wider drive to raise attainment in reading.	JW Reading Leader	June 2027
	Engage in collaborative and responsive CLPL to embed and deepen their work on word recognition and language comprehension, selecting the approaches that best suit their context, through: - Stage-Specific 'Spotlight' sessions 'Learning Live' sessions - Bespoke CLPL/workshops tailored to school-identified needs strengthening collective efficacy, promoting an outward-looking approach to improvement, and embedding high-quality, consistent reading practice.		- Term 2 & 3 'Spotlight' sessions planned and delivered by SAR Team – authority-wide collaborative sessions to share and build on stage-specific classroom practice 'Learning Live' – hybrid model of professional learning and observing learning live in action at peer schools to bridge theory to practice. - SAR Team to deliver responsive bespoke CLPL sessions and workshops as requested, in line with next steps as identified through in-school self-evaluation	SAR PTs	June 2027
	Work with the SAR Team to identify new or returning staff requiring catch-up support, plan how to close gaps drawing on in-school knowledge, and will have the opportunity to: - Send staff to 'Fast Track' sessions - Access additional CLPL at peer schools ensuring all staff are equipped with the knowledge and skills to support reading development effectively.		- Meeting & Discussion with Phase 1 schools to identify new/returning members of staff and their stages - Existing members of staff in Phase 1 schools to support, through coaching, modelling and collaborative discussions - Fast Track sessions agreed & planned by SAR Team - Additional CLPL sessions identified at peer schools	SAR PTs	August 2026
	Provide opportunities to engage in additional high-quality CLPL in an area of interest.		- Additional online sessions planned, created and delivered by SAR Team in response to need - Additional sessions will be advertised through the monthly CLPL Bulletin and Reading Leader channel on MS Teams.	SAR Team	June 2027

To gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and reading attainment	Opportunities to further embed their practice using HGIOR (How Good is Our Reading) as a self-evaluation tool to identify strengths, gaps and next steps.		Reading Leaders and/or Leadership Team will work with staff to pilot and implement <i>How Good Is Our Reading</i> (HGIOR), aligned with the Science of Reading, to support the continued embedding of high-quality practice in both word recognition and language comprehension.	JW Reading Leader	June 2027
	Opportunity to engage with assessment implementation and data analysis to drive teaching and learning.		School led workshops focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps.	HMcb Reading Leader	June 2027
	Opportunity to engage with and access additional support and resources to further embed and strengthen SAR priorities.		- Reading Schools Accreditation - Communication Friendly Environments - Developing Writing through SAR - Giglets - Lending Library	JM HMcb SL	June 2027
	ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.		Support for RL, as required, from SAR team for workshop and parent events	Reading Leader SAR PTs	June 2027

South Ayrshire Service Plan Priority

Priority: Improving Our Curriculum

ALL SOUTH AYRSHIRE SCHOOLS 2025-2026

Aims	Actions	Intended Impact	Resources	Measures	Completion Date
To increase all teacher understanding of the purpose and relevance of the CIC and the rationale behind curriculum reform.	Identify a curriculum lead to support the implementation of curriculum reform and act as a link with authority-wide developments.	Staff are clear on the key terminology around curriculum and educational reform.	Presentation created by Curriculum PTs	Staff survey (pre and post twilight sessions)	August 2026
	The curriculum lead will participate in authority Train-the-Trainer professional learning to ensure consistent messaging and build internal capacity.	Staff can clearly articulate why curriculum change is being made.		Evaluation	September 2026
	All staff will engage in planned CLPL to build understanding of curriculum reform during the two allocated twilight sessions using materials created by Curriculum PTs.	All staff are clear on the national timeline for implementation of the CIC			January 2027

To provide clear and consistent communication for all staff and stakeholders in relation to Scotland's Curriculum	Staff will access the authority's central digital hub for curriculum resources, exemplars and professional learning materials. All staff will attend the relevant authority curriculum conference. Content will be created centrally to raise awareness of the CIC and used by schools to engage wider school community. The Curriculum PTs will offer support with parental engagement as requested. School leadership team will receive regular CIC information via director's education update. All Head Teachers will attend two authority HT Curriculum Conferences.	Staff will feel supported during the early stages of transition. Staff feel well informed and confident in discussing curriculum changes with colleagues, learners and families. Parents and stakeholders will better understand Scotland's curriculum and the future changes.	Central digital padlet Exemplars and professional learning materials Schools preferred media platforms	Analytics from shared online space (comments, resources, access to the toolkit and materials)	June 2027 May 2027 December 2026 June 2027
To establish an understanding of a concept-based curriculum and to introduce the Know-Do-Understand model.	'Curriculum of Hope' professional reading distributed during the 'Train-the-Trainer' session for key leads. Values from the 'Curriculum of Hope' text shared with all staff during twilight sessions . Key leads to gather staff feedback at the beginning of the first twilight. Key leads to repeat the staff survey at the end of the second twilight to gauge progress.	All staff understand the principles of a concept-based curriculum. All staff will have had opportunities to engage with the values and principles of 'A Curriculum of Hope'.	'A Curriculum of Hope' professional reading Microsoft form for twilight	Pre/Post Survey Data	October 2026 February 2027

Priority 3:

To improve our approaches to meet the needs of ALL our learners, raising both attainment and achievement Including outdoor learning and attendance

NIF Priority: Improvement in children and young people's health and wellbeing	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 wellbeing, equality and inclusion
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What Outcomes Do We Want To Achieve? Aims	How Will We Achieve This? (Actions)	Intended Impact	Resources and Personnel	Measures	Completion Date
Embed a whole-school culture where attendance is a core driver of wellbeing, safeguarding and attainment.	Share a strategic attendance message termly with all stakeholders Refresh and publish Attendance Policy consulting with all stakeholders including pupil participation throughout. Embed relational practice	Consistent understanding of expectations Improved relationships Attendance embedded in inclusion and safeguarding culture	Headteacher SLT Inclusion Co-ordinator Pastoral Team Educational Psychologist	Attendance trends Learning walks Pupil/Parent feedback Policy review Staff feedback regarding attendance links to wellbeing, safeguarding and attainment	October 2026
Remove curriculum-related barriers and improve re-engagement pathways.	Consistent assessment of strengths and needs involving all stakeholders Flexible pathways Personalised learning plans (Pupil voice on planning and review) Reintegration planning (Pupil/parent voice on planning and review)	Increased engagement and sustained attendance	Curriculum planning time Alternative pathway provision Adaptive Teaching Additional Support for Learning Teachers	Engagement attendance data (increase from 94.1% to 95%) Feedback from young people and families	June 2027

What Outcomes Do We Want To Achieve? Aims	How Will We Achieve This? (Actions)	Intended Impact	Resources and Personnel	Measures	Completion Date
<i>To improve the range and quality of outdoor learning experiences across our school.</i> <i>To ensure all staff have access to a comprehensive professional learning offer that supports our continual drive for improvement.</i>	Initial meeting with HT/Outdoor Learning Lead to discuss the Outdoor Learning Overview, commitment and expectation: - 6 x 1.5-hour sessions (4 practical, plan for test of change/enquiry and sharing session).	To improve the quality and consistency of outdoor learning approaches across our school.	Outdoor Learning Overview	Teacher Survey (pre and post) demonstrating an increase in confidence	June 2026
	Teacher/Learner Baseline Surveys to be created, distributed, and completed by all relevant teachers involved and P1-7 learners.		Microsoft Form: Teacher and Learner Baseline Survey.		Aug 2026
	SAL PT of Pedagogy and PT of Curriculum to plan outdoor learning inputs x4.			Pupil Voice – Learner Survey (pre and post) demonstrating an increase in participation.	Aug 2026 – Feb 2027
	SAL PTs to collate and analyse all baseline data and share report and findings with HT/Outdoor Learning Lead.				
	All teachers attend Training (in own school) led by SAL PTs (x4 Practical Sessions). <u>Test of Change</u>		Baseline Report	Teacher observation notes, feedback (peers, SLT).	Sept 2026
	All teachers complete gap tasks between each training session.		Padlet of Resources, Presentations etc available for all teachers to access.	Staff professional development and review process.	Sept 2026 – Jan 2026
	All teachers attend a session focusing on Enquiry/Test of Change led by SAL PTs. Expectation of showcase shared. Teachers form pairs/trios or small groups and plan a line of enquiry to focus on using the Assess, Plan, Do, Review Cycle.		Assess, Plan, Do, Review Cycle template.	Staff planning and evaluation documents.	Feb 2026
	<u>Showcase:</u> All teachers to attend and share practice with their pair/trio or group.		Microsoft Forms: Teacher and Learner End-point Surveys	Tracking data on learner progress.	May 2027
	All Staff and Learner End-point Surveys to be completed.				End of May 2027
	SAL PTs to collate and analyse end-point data and write an impact report. SAL PTs to share impact report with HT and Key Lead.		Impact Report		June 2027

Prestwick Cluster Improvement Plan

Priority 1 Transition

Aim	How?	Action	Who?	When?	Resources	Measures
EYC to P1 To create an enhanced and robust transition incorporating a focus on creativity	Audit what is currently being done. Look outwards to centres Creation of a transition calendar	Strengthened cluster transition timeline - Key dates for all settings Shared documentation - Review approach to play based pedagogy and agree as a cluster and how to communicate to parents - Expectations for vulnerable learnings Information gathering Parent survey	Transition leads from each centre within the cluster.	From June 2026	Current Transition Programme Parent Surveys	P1 teachers will have an increased knowledge of the incoming children. Parent surveys will show an increase in Increased attendance of transition events. All practitioners across the cluster can articulate: - Purpose of the shared transition - Key principles (GIRFEC and continuity of learning) - Expectations for enhanced transitions Staff demonstrate enhanced understanding of early level progression and play pedagogy (audits, clpl evaluations and professional dialogue).
Aim	How?	Action	Who?	When?	Resources	Measures
To review the current Primary 7 to S1 transition plan and enhance curricular transition.	Audit current practice for wellbeing, attainment, confidence and continuity of learning – comparing pastoral and curricular plans. Collate information on transition lessons delivered in Primary schools and agree a consistent approach. SLGG to collaboratively plan across cluster schools reflecting on pupil voice to ensure coherence progression through shared pedagogy.	All Primary Schools to hold a P7 Parent Information Session in May/June 2026 for OB (HT) to attend. Short Life Collaborative Group (SLGG) will collect views by: Pupil Voice audit Primary 7 teacher audit Parent Voice audit All Primary 7 classes will have experienced one period of learning in Prestwick Academy in a curricular area.	Working group -Reps from Prestwick and Primary SLT, Guidance staff P7 teachers. SLCG – meeting Plan meetings.	June 2026 P7 mtgs August – October 2026 for curricular visits SLCG online meetings: 27/04/2026 28/09/2026 25/01/2027 26/04/2027 HT closed cluster meetings October November	Pupil, parent and staff surveys. Current transition programme.	Unified and nurturing experience, with continuity in learning and strong partnership working. Quality dialogue between staff. Pupil, Parent and Staff survey. Fewer S1 exclusions and behaviour referrals. Decisions driven by data.

	Create an enhanced plan including preparing P7 pupils for learning. Consider the impact of current provision and adapt where appropriate	Look at each activity in the current calendar. Review and consider Primary 6s. Also consider enhanced transition programme. Consider opportunities for peer observations across schools.		February March		
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Priority 2 – Universal and Targeted Support for Behaviour

Aim	How?	Actions	Who?	When	Resources	Measures
To explore approaches to supporting dysregulated behaviour, building resilience and ensure consistency across the cluster.	To develop a wellbeing and resilient learners cluster supports. Cluster PSC Meetings (4 meetings Sept, Nov, Feb, April) Staff training linked to priority	To share good practice, supportive strategies and encourage collaborative work. Supervision/discussion of incidents.	HTs from Symington and Monkton Pupil Support Coordinators	Closed Headteacher meetings to feedback Additional PSC meetings – to be confirmed	School policies Wellbeing plans/risk assessments CPI resources Information from individuals on working groups (local and national).	To reduce incident of physical and emotional abuse, destruction of property, racist incidents, non-compliance Information/support resources of protocols, procedures and actions that should be taken to support staff and pupil.