North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Communities and Education Directorate
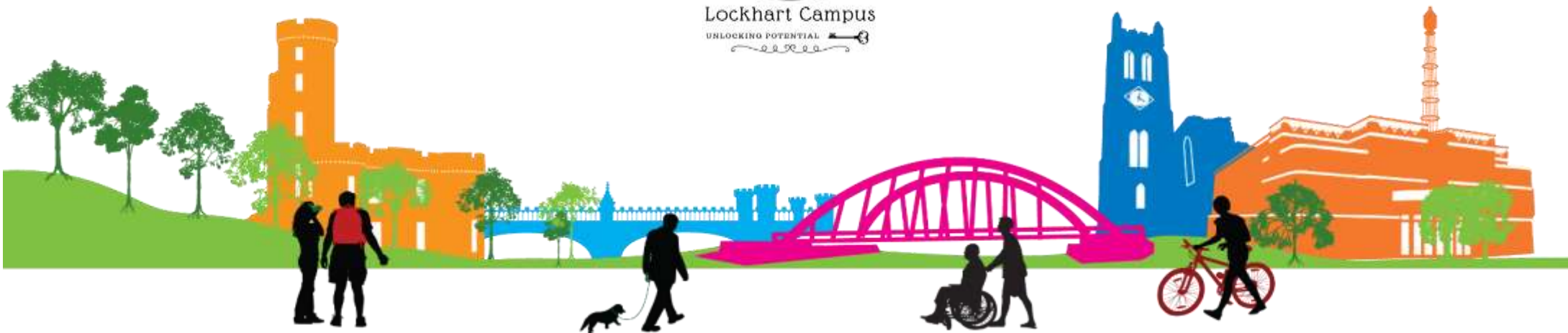
Lockhart Campus

Improvement Plan

2023-2024

Lockhart Campus
UNLOCKING POTENTIAL

Vision, Values and Aims

In Lockhart our vision is to unlock the potential of our children and young people by providing the highest quality support

EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2023/4 – 2025/6

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead.

	PRIORITY 1	PRIORITY 2	PRIORITY 3	PRIORITY 4	PRIORITY 5
Priority Area	Improvement in attainment, particularly in literacy and numeracy	Closing the gap between the most and least disadvantaged children and young people	Improvement in skills and sustained, positive school-leaver destinations for all young people	Improvement in children and young people's health and wellbeing	Placing human rights and needs of every child and young person at the centre of education
Themes	• High quality learning, teaching and assessment • Raising attainment and achievement	• Interventions to reduce gaps • Specific focus on identified target groups, including care experienced learners • Improving data literacy skills	• Improving skills • Improving transitions • Partnerships to improve post-school learner outcomes	• Improving attendance • Supporting mental health and wellbeing • Supporting physical health and wellbeing • Supporting social and emotional wellbeing	• Supporting children's needs • Maximising learner voice and participation • Maximising parent/carer involvement and engagement

PRIORITY 1

Strategic Objective:

To upskill teachers to deliver quality learning and teaching in engaging environments

Highlight your KEY drivers for this improvement priority

<u>Service Priorities</u>
1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

HGIOSO & HGIOS ELC
Language specific to HIGIOELC is in green

1.1 Self-evaluation for self-improvement
1.2 Leadership for learning
1.3 Leadership of change
1.4 Leadership & management of staff *(practitioners)*
1.5 Management of resources to promote equity

2.1 Safeguarding & Child Protection
2.2 Curriculum
2.3 Learning, teaching & assessment
2.4 Personalised Support
2.5 Family Learning
2.6 Transitions
2.7 Partnerships

3.1 Ensuring wellbeing equality and inclusion
3.2 Raising attainment & achievement *(Securing children's progress)*
3.3 Increasing creativity and employability *(Developing creativity and skills for life and learning)*

<u>NIF Drivers of Improvement</u>
1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

Care Standards - Care Inspectorate Quality Indicators
Applicable within all early years settings

1.1 Nurturing care and support
1.2 1.2 Children are safe and protected
1.3 Play and learning
1.4 Family engagement
1.5 Effective transitions

2.1 Quality of the session for care, play and learning
2.2 Children's experience high quality facilities

3.1 Quality assurance and improvement are led well
3.2 Leadership of play and learning
3.3 Leadership and management of staff and resources

4.1 Staff skills, knowledge and values
4.2 Staff recruitment
4.3 Staff deployment

Rationale for Change

Feedback from our school review highlighted the following:

- A greater focus on learning experiences that are high-quality, well-placed and pitched, motivating, engaging and play-based require to be developed.
- Learning environments should be considered with all learners in mind.
- Staff need work together to develop a cohesive approach that supports high quality learning, teaching and assessment across the school.

- Staff are at the very early stages of developing play-based learning e.g. use of tuff trays for sensory play. Children need more opportunities to enable them to engage in investigative and explorative learning experiences.
- Planning, tracking and monitoring paperwork should be working documents, too often the LIPS were not being used this way.
- Formal planning, tracking and monitoring meetings should be in place to promote self-evaluation and assist teachers in talking about pedagogical approaches.
- A shared set of core skills need to be identified within the curriculum and measured to identify progress individually, by stages to build and overall picture of progress and acquisition. (utilise DYW and skills 4.0 document)
- Formalised planning, tracking and monitoring processes must be in place to enable staff opportunities to discuss pedagogical approaches which will increase engagement, motivation, independence and attainment.

PRIORITY 1: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
Learners' attainment in literacy and numeracy will improve through motivating and engaging play based and active approaches appropriate to their stage of development. The whole school play vision demonstrates a strong commitment to pupils' rights where all learners feel valued,	Development of engaging environments/ zoned areas within classes, appropriate to learners needs. This will be achieved through increased staff capacities and capabilities in	WF VF Staff Teams Aug - Oct	Observation of areas within classes and pupils' interaction with resources and spaces will show increased engagement using the continuum of engagement. There will be evidence of learner directed play and		

safe, secure and supported to engage in play.

Play supports learners social, emotional and physical well-being and communication development in line with National guidelines e.g. Realising the Ambition: Being Me. | pedagogical approaches to play.

Staff will be able to identify appropriate play experiences and use of space to facilitate play within classroom bases, outside spaces and activity spaces within pods. | | children's interests including in planning.

Teacher led small group and individual teacher is playful (literacy and numeracy)

Physical environment will provide a platform for play.

Engaging environments display with photographic evidence will allow staff to share good practice.

Staff will share photographic evidence of engaging tuff tray activities relating to numeracy and maths experiences and outcomes to create a bank of activities. | | |
| | | | | | |
| | Departmental meetings to share good practice using play pedagogy and | WF VF KW (PEF PT) JP (PEF CT)
Throughout session | | | |

focussed literacy and numeracy activities		
Update Core Curriculum documents to include clear rationale for play	WF VF YG	
Develop a clear and consistent approach to play matched to the needs of our learners by linking Elkan Communication Steps, developmental stage of the pupil, Continuum of Engagement and SCERTs assessment information to National practice guidance from 'Raising the Ambition'. This will reflect the bespoke nature of how play within the campus will look.	VF WF YG	Online Forms used to gather staff view and encourage self-reflection
Baseline of play based experiences currently offered using PLA's How Good is Our Play Pedagogy Self Evaluation Tool to evaluate and reflect on current practice	VF KW(PEF PT)	
Create planning document clearly	WF VF	

	linking play-based experiences and zones to Es and Os to aid strategic planning Evaluate different types of planning for continuous provision/targeted teacher led inputs			
	Targeted staff teams will receive in house and PLA CLPL on embedding play pedagogy	WF VF		
	Teacher Led Learning Community formed to lead Lockhart Play Journey and Glow Group formed to share files and relevant documents, sharing good practice and contributing to the development of play across the campus	VF YG Staff		
	A Lockhart Engaging Environment Checklist will be created by staff incorporating Nurturing Classroom, SCERTs and Total Communication approaches to support consistency			

Raise attainment in reading **Pupils will be more engaged and motivated by more varied and rich reading learning and teaching experiences.**	Pupils allocated Bug Club passwords to access online resources at home and at school. Staff have allocated passwords to manage and use resource. Staff CLPL in use of Bug Club online and physical resources (Refresher). Additional passwords and access to appropriate online resources e.g. Teach your monster to read, Education City, Get Epic. Moon Dog reading resources introduced for older pupils who are in initial stages of reading (low ability/high interest) with appropriate illustrations etc. Lead teachers modelling rotational activities and active learning approaches.	VF KW JP By first week in Sept Sept In-service Tips/ instructions issued first week Sept Issued to targeted classes throughout session Issued September Beginning of term - August From Sept -Nov Sept –Dec	Pupil Attitude survey/Pupil Voice Parental Survey Staff Survey Baseline records at start/end of session Tracking and monitoring meetings Peer and self-reflection Observation and feedback from team teaching sessions Seesaw photos and evidence will show engagement and progress in reading Staff teams and pupils will visit library regularly to promote reading for enjoyment and lifelong learning, additional literacy rich experiences provided by library staff e.g. Book Bug and digital literacy sessions	

Lead teachers will introduce and involve staff/parents in resourcing phonics multi-sensory bags with play materials to introduce Graphemes/phonemes and promote active learning.	VF Gaps in existing Moderate Secondary Classes baselines completed and books allocated to all by beginning Sept.		
Lead teachers will develop Phase 2, 3, 4, 5, spelling resources/word cards for staff to access	Rolling programme to targeted classes throughout session.		
Links made with Stevenston Library	Identified classes and teachers will be systematically targeted for intervention and revisited to support and measure impact throughout session.		
Running records and levelled comprehension assessments used to assess and allocate correct Book Band Level for pupils.	Staff timetabled for 4 week intervention with follow up visits to support and measure impact/quality assure.		
	As above		
Lead teachers to upskill staff through programme of modelling, mentoring, team teaching and	October with follow ups as appropriate		

	tracking and monitoring. Lead teachers to provide support through planning and resource preparation in addition to modelled lessons and team teaching. Parental Information Session to support progress through reinforcement and sharing online books at home.				
Raise attainment in writing **Pupils will be more engaged and motivated by more varied and rich writing learning and teaching experiences.** **Pupils experience learning and teaching at appropriate level with pace and challenge**	Whole class Baseline writing- using Big Writing Criteria to create a start point. Upskill staff in using Writing Bubble approach - Team teach, moderating, modelling, and sharing resources. Departmental meetings to share resources and shared area created on OneDrive	All Moderate classes baselined by 30th Sept Identified classes and teachers will be systematically targeted for intervention and revisited to support and measure impact throughout session. Staff timetabled for 4-week intervention with follow up visits to support and measure impact/quality assure. Dec – May			

	Play – engaging writing corners/ zones in classes at appropriate level to promote independent writing using a play-based approach - emergent writers. Staff CLPL to upskill in Big Writing methodology and resources.	Sept			
Raise attainment in Numeracy and maths	Staff CLPL in the use of Activelearn resource. Opportunities to explore resource and plan collegiately Series of CLPLsessions differentiated to PreEarly/Early, First and Second Level demonstrating use of resources, progression and ICT allocations	Sept			

PRIORITY 2

Strategic Objective:

Closing the gap between the most and least disadvantaged children and young people.

Highlight your KEY drivers for this improvement priority

HGIOS⁴ & HGIOS ELC

Language specific to HIGIOELC is in green

Service Priorities
1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

1.1 Self-evaluation for self-improvement
1.2 Leadership for learning
1.3 Leadership of change
1.4 Leadership & management of staff *(practitioners)*
1.5 Management of resources to promote equity

2.1 Safeguarding & Child Protection
2.2 Curriculum
2.3 Learning, teaching & assessment
2.4 Personalised Support
2.5 Family Learning
2.6 Transitions
2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion
3.2 Raising attainment & achievement *(Securing children's progress)*
3.3 Increasing creativity and employability *(Developing creativity and skills for life and learning)*

NIF Drivers of Improvement
1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

1.1 Nurturing care and support
1.2 1.2 Children are safe and protected
1.3 Play and learning
1.4 Family engagement
1.5 Effective transitions

2.1 Quality of the session for care, play and learning
2.2 Children's experience high quality facilities

3.1 Quality assurance and improvement are led well
3.2 Leadership of play and learning
3.3 Leadership and management of staff and resources

4.1 Staff skills, knowledge and values
4.2 Staff recruitment
4.3 Staff deployment

Rationale for Change

Throughout our classroom moderation process and baselining of student's literacy, there was a disparity between presentation levels and engagement/literacy levels. Student engagement in certain SQA polling was evident in attendance figures and a significant number of students were withdrawn from SQA qualifications. It was clear the current curriculum was not meeting student's needs. A core curriculum focused on getting it right in national entitlement areas and key areas of literature, nurture and health and wellbeing would be appropriate. (data regarding drop in SQA units)

PRIORITY 2: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
Most learners in secondary will attain and achieve in a bespoke curriculum that is specific to their needs and at appropriate breadth and challenge whilst meeting core educational entitlements	Curriculum refresh, which is supported by a policy document, course planning guide and tracking and monitoring system and supporting resources.	DHT DB Aug 23	Students will be tracked and monitored in SQA results and a reduction in student withdrawals from SQA courses will be a key indicator. A high percentage of students will study options they have chosen, and this will be recorded utilising our options software.	Students will attain within selected units/courses determined by themselves and demonstrate progress in these areas through attainment data. Through annual review process and termly assessment of HWB students will demonstrate and recognise improvement in achievement.	

PRIORITY 3

Strategic Objective:
We will raise attainment and maintain the number of pupils accessing positive destinations. Focus areas: Skills, Transitions & Partnerships

Highlight your KEY drivers for this improvement priority

Service Priorities

6. Improvement in attainment, particularly in literacy and numeracy
7. Closing the attainment gap between the most and least disadvantaged children and young people
8. Improvement in skills & sustained, positive school-leaver destinations for all young people.
9. Improvement in children & young people's health & wellbeing
10. Placing human rights & needs of every child & young person at the centre of education

HGIOS○ & HGIOS ELC
Language specific to HIGIOELC is in green

1.1 Self-evaluation for self-improvement
1.2 Leadership for learning
1.3 Leadership of change
1.4 Leadership & management of staff *(practitioners)*
1.5 Management of resources to promote equity

2.1 Safeguarding & Child Protection
2.2 Curriculum
2.3 Learning, teaching & assessment
2.4 Personalised Support
2.5 Family Learning
2.6 Transitions
2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion
3.2 Raising attainment & achievement *(Securing children's progress)*
3.3 Increasing creativity and employability *(Developing creativity and skills for life and learning)*

NIF Drivers of Improvement

7. School & ELC Leadership
8. Teaching & Practitioner Professionalism
9. Parent/carer involvement & engagement
10. Curriculum & Assessment
11. School & ELC Improvement
12. Performance Information

Care Standards - Care Inspectorate Quality Indicators
Applicable within all early years settings

1.6 Nurturing care and support
1.7 1.2 Children are safe and protected
1.8 Play and learning
1.9 Family engagement
1.10 Effective transitions

2.1 Quality of the session for care, play and learning
2.2 Children's experience high quality facilities

3.1 Quality assurance and improvement are led well
3.2 Leadership of play and learning
3.3 Leadership and management of staff and resources

4.1 Staff skills, knowledge and values
4.2 Staff recruitment
4.3 Staff deployment

Rationale for Change

Supporting evidence/analysis:

- School analysis of destination statistics below.

Lockhart Campus Positive Destinations 2022 - 100%   Destination Detail

Lockhart Campus	21
Further Education	16
Other Formal Training	4
Personal/ Skills Development	1

- LMI for session 2023 -24 and SDS feedback indicate economic environment in Ayrshire is challenging and will continue to be so. This could impact on DYW employer links, work experience placements and employability programmes.
- College provision has been cut to support DYW expansion & DYW Ayrshire funding for innovative projects cuts.
- Increasing number of pupils with complex ASN/vulnerabilities to be supported re positive destinations.
- Lockhart will require to expand and deepen our relationships with NAC Supported Employment, the Ayrshire College and crucially a range third sector providers to support transitions for our YP. LM trends and need for a global approach utilising 12 Meta Skills as the basis of this approach and the combinations of these)

PRIORITY 3: Action Plan					
Pupil Outcomes	**Implementation Plan**	**Timescales/ Responsibility**	**Measurement of Impact**	**Analysis & Evaluation of Progress**	**Cost (PEF)**
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
Learners across the school will receive greater opportunities to engage with DYW to increase their understanding of skills for life, learning & work.	Appointment of a Principal teacher for DYW within Lockhart Campus. DYW lead to grow DYW access/engagement for primary/secondary pupils across session 2023/24.	DHT leading on QI 2.3 & DYW PT & DYW Team (Teacher & 2 CAs)	Record of the range of options and engagement opportunities available to learners involving DYW streams across Lockhart Campus.		NO
Learners across the school will have opportunities to explore and develop their understanding and experience of DYW and vocational pathways/potential destinations.	A range of DYW, employability, careers & positive destinations activities, events and sessions to be run/attended for session 23-24.	DYW PT	Record of events/activities/sessions for DYW/Employability/Destinations. Parent/carer/pupil feedback through surveys.		

Offer a range of opportunities for young people, parents/carers to be better informed and prepared for post school transition and for accessing a positive post school destination.	Utilise SDS offer & My WOW to support:
	    * Employability
	
	    * Staff CLP
		DYW PT & SDS careers advisor, John Laing	Number of pupils experience DYW/work placements and pupil feedback from these placements. Qualifications gained via DYW streams.
			
			Partner engagement feedback through surveys.		

Develop, embed and enhance partnerships with NAC, Ayrshire College and third sector providers to support young people making a successful post school transition.	Utilise CoC to support appropriate work experience opportunities for pupils. (In house/virtual/external)	JH	Range of work experience opportunities offered to pupils.		
	Parents/carers information event/communications at for destinations within session 23-24. This will include SDS, HSCP, FE and third sector providers.	DYW PT	Staff feedback from CLPL.

Qualitative data such as pupils' focus groups able to show that all learners are able to articulate the skills acquired during their learner's journey and how their choices impact positively on their future ambitions post school. | | |
| | Refinement of MS Database to track, monitor and support pupils post school destination. This will start from S4 to help forecast supports for identified at risk pupils regarding positive destination. | JH | % of positive destinations.

Range/variety of destinations available for pupils.

  ✓ Areas to be developed:
  ✓ Ayrshire College
  ✓ Sense Scotland
  ✓ Enable
  ✓ Impact Arts
  ✓ CEIS
  ✓ First Steps NAC
  ✓ Supported Employment NAC
  ✓ UCAN
  ✓ Trindlemoss | | |
| | Develop and enhance partnership with Ayrshire College for transition pathway to support complex leavers to be developed. | DYW PT | | | |
| | Lockhart to attend monthly NAC Transitions Partnership meetings. Transition Pathway Referral's utilised to engage HSCP supports. The school | JH/ DYW PT | | | |

	will work with HSCP partners to identify and support transitions post school.			
	Provide DYW/vocational opportunities across the curriculum in primary & secondary. DYW Barista & ICT to be delivered by Ayrshire College. DYW Enterprise & Cycle Maintenance to be delivered in house for in session 2023-24.	JH/ DYW PT		
	DYW lead/SDS to provide CLPL opportunities for staff on career education standard, Meta skills and partnerships.	DYW PT		

PRIORITY 4

Strategic Objective:
Improvement in children and young people's health and wellbeing.

Highlight your KEY drivers for this improvement priority

<u>Service Priorities</u>
11. Improvement in attainment, particularly in literacy and numeracy
12. Closing the attainment gap between the most and least disadvantaged children and young people
13. Improvement in skills & sustained, positive school-leaver destinations for all young people.
14. Improvement in children & young people's health & wellbeing
15. Placing human rights & needs of every child & young person at the centre of education

HGIOS○ & HGIOS ELC
Language specific to HIGIOELC is in green

1.1 Self-evaluation for self-improvement
1.2 Leadership for learning
1.3 Leadership of change
1.4 Leadership & management of staff *(practitioners)*
1.5 Management of resources to promote equity

2.1 Safeguarding & Child Protection
2.2 Curriculum
2.3 Learning, teaching & assessment
2.4 Personalised Support
2.5 Family Learning
2.6 Transitions
2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion
3.2 Raising attainment & achievement *(Securing children's progress)*
3.3 Increasing creativity and employability *(Developing creativity and skills for life and learning)*

<u>NIF Drivers of Improvement</u>
13. School & ELC Leadership
14. Teaching & Practitioner Professionalism
15. Parent/carer involvement & engagement
16. Curriculum & Assessment
17. School & ELC Improvement
18. Performance Information

Care Standards - Care Inspectorate Quality Indicators
Applicable within all early years settings

1.11 Nurturing care and support
1.12 1.2 Children are safe and protected
1.13 Play and learning
1.14 Family engagement
1.15 Effective transitions

2.1 Quality of the session for care, play and learning
2.2 Children's experience high quality facilities

3.1 Quality assurance and improvement are led well
3.2 Leadership of play and learning
3.3 Leadership and management of staff and resources

4.1 Staff skills, knowledge and values
4.2 Staff recruitment
4.3 Staff deployment

Rationale for Change
What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.

- Update LIPS to have GIRFEC feature more clearly. These should be working documents with clearer, more specific targets and higher quality evaluations.
- Further work on developing environments and learning and teaching approaches that support positive behaviour and prevent escalation is underway and will benefit pupils
- Develop promise agenda within policy planning and review processes of the school.

- Develop an appropriate and agreed model for assessing HWB for young people to track HWB across the school and access targeted HWB support. Utilise severe complex, milestones to structure and approach
- RSHP programme expanded to enhance/ augment PSE programme.

(Authority change of policy from targeted nurture to WSN) (SIMD area) (Currently no GIRFEC/SHANNARI specific information on plans) (Information on numbers of CE yp in school and national trends in engagement) (SCOGOV plans for the promise, deadlines 2030) (HSIR numbers and data)

PRIORITY 4: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
Students will become familiar with language around SHANNARI and be able to reflect on their own HWB	Classroom visuals and conversations linked to GIRFEC/SHANNARI and termly assessments recorded and tracked.	WF/DB	Students will record self-assessments of HWB termly and these will form part of our learner assessment profile.	Students will demonstrate, with support if required, the understanding of Shannarri areas and be able to reflect this through scoring each area appropriately showing improvement throughout the year.	
Students will be supported with targeted supports within school and will have appropriate targets set and monitored to record progress.	All care experienced students or students with recent care experience will be recorded on our care experienced database and current stakeholders and supports recorded. Students who receive additional support out with their learner plan will be monitored through a GIRFEC form detailing supports and targets.	WF	An accurate database of care experienced young people within the school will be maintained and shared appropriately. GIRFEC forms will be monitored, and action points/targeted interventions will be assessed and tracked by SLT.	Targeted interventions and supports will help support students to engage in education and a reduction in interventions required and individual attainments of pupils with interventions will demonstrate improved outcomes using the data. Care experienced young people attainment and achievement will be used as a comparator against whole school attainment and national norms.	

Students across the school will feel nurtured and develop positive relationships with key staff.	• Whole school nurturing policy will be developed and supporting CPD will be offered to develop nurturing environments and interactions within the school in addition to supporting a trauma informed approach by all staff. • Staff will participate in relationships framework CPD and utilise the Relationships framework policy to support an improvement in relationships.	October 2023 implemented by DHT D Beattie/V Fox and ASNP's L McDonald and C Jamieson	Development of Whole School Nurse and Trauma Informed Practice assessment tool in conjunction with WSN authority group to evaluate nurturing environment and approach. Staff will evaluate WSN approach through authority benchmarking tool. Students within targeted nurture group will be assessed using a recognised boxall assessment/assessment package to gauge impact of support. Termly HWB assessments will be utilised for students to self -assess nurture and will be recorded and monitored.	Evaluation of Trauma Informed approach and Whole School Nurture approach using evaluative tools will demonstrate a positive trend in meeting the requirements of a nurturing and Trauma Informed Practice school. HWB self- assessments from young people will demonstrate and increase in nurture values. Targeted nurture support groups will show appropriate trends on boxall profiles and through assessment package.	Students across the school will feel nurtured and develop positive relationships with key staff.

PRIORITY 5

Strategic Objective:

Placing human rights and needs of every child and young person at the centre of education.

Highlight your KEY drivers for this improvement priority

Service Priorities

16. Improvement in attainment, particularly in literacy and numeracy
17. Closing the attainment gap between the most and least disadvantaged children and young people
18. Improvement in skills & sustained, positive school-leaver destinations for all young people.
19. Improvement in children & young people's health & wellbeing
20. Placing human rights & needs of every child & young person at the centre of education

HGIOSO & HGIOS ELC

Language specific to HIGIOELC is in green

1.1 Self-evaluation for self-improvement
1.2 Leadership for learning
1.3 Leadership of change
1.4 Leadership & management of staff *(practitioners)*
1.5 Management of resources to promote equity

2.1 Safeguarding & Child Protection
2.2 Curriculum
2.3 Learning, teaching & assessment
2.4 Personalised Support
2.5 Family Learning
2.6 Transitions
2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion
3.2 Raising attainment & achievement
(Securing children's progress)
3.3 Increasing creativity and employability
(Developing creativity and skills for life and learning)

NIF Drivers of Improvement

19. School & ELC Leadership
20. Teaching & Practitioner Professionalism
21. Parent/carer involvement & engagement
22. Curriculum & Assessment
23. School & ELC Improvement
24. Performance Information

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

1.16 Nurturing care and support
1.17 1.2 Children are safe and protected
1.18 Play and learning
1.19 Family engagement
1.20 Effective transitions

2.1 Quality of the session for care, play and learning
2.2 Children's experience high quality facilities

3.1 Quality assurance and improvement are led well
3.2 Leadership of play and learning
3.3 Leadership and management of staff and resources

4.1 Staff skills, knowledge and values
4.2 Staff recruitment
4.3 Staff deployment

Rationale for Change

Almost all children and young people within Lockhart Campus have communication support needs and therefore it is imperative that a total communication environment is embedded in daily learning and teaching. Feedback from learning rounds, classroom observations and training needs analysis identified a need for training in Talking Mats and SCERTS. The primary department has made good progress in embedding the use of visual supports, however learning rounds and classroom observations highlighted the need for a greater use in the secondary. Lockhart is represented at the SCERTS local authority working group and in session 2022/23 the approach was piloted in primary 1. A small working group developed action plans in relation to the use of transactional supports, this strengthened the use of Total Communication in some classes and evidence demonstrated increased engagement and interaction from pupils when utilised.

Feedback from our local authority review also highlighted the following:

Planning, tracking and monitoring paperwork should be working documents, too often the LIPS were not being used in this way. Continue to build consistency in language in LIPS and then aggregate data to report on progress over time. SCERTS provides a framework that describes skills developed in; joint attention, symbol use, mutual and self-regulation. Assessment of relevant skills allows teachers to update strengths/skills section and plan appropriate next steps and targets within Learner's Individual Plans. The assessment frameworks can be revisited on a yearly basis to allow teachers to measure and track progress. All types of learner are captured from pre-verbal to those who can take part in conversations.

Build on capturing pupil voice in evaluations and use a range of accessibility methods to capture – Talking mats is a low-tech/low-cost and effective, evidence-based way of capturing pupil voice.

PRIORITY 5: Action Plan					
Pupil Outcomes	**Implementation Plan**	**Timescales/ Responsibility**	**Measurement of Impact**	**Analysis & Evaluation of Progress**	**Cost (PEF)**
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
The use of a Talking Mats ™ approach will ensure that participation in decision making is meaningful for all learners	Identified collegiate dates (rolling programme of 2 sessions 4 weeks apart throughout school session) Targeted Secondary staff Delivery of Talking Mats course materials	DHT Primary YG Rolling programme throughout session 6 cohorts in total	Talking Mats Session 2 videos will provide evidence of learner engagement in process. Staff exit surveys will demonstrate increased confidence, knowledge and skills in taking approach forward.		
Participation in choice and decision making will be differentiated according to learners needs. The use of visual supports will reduce barriers to learning and increase independence in learning	Implementation of Talking Mats approach by secondary teachers Programme of peer observations of strong practice (LC, AG, AA, CC) across teaching pods. Audit of visual timetables to be completed at the beginning of term 1 and revisited in Term 3 Identified collegiate dates to deliver rolling training of Boardmaker Training Communication Hub to create network of Boardmaker champions across school who will be responsible for mentoring/coaching less	Secondary teaching staff. DHT Primary YG PT Primary and Secondary LB & LW HT to coordinate training via Collegiate calendar supported by Communication Hub	Findings from class observations will demonstrate improved differentiation and increase in use of visual supports to support independence and decision making. Audit in Term 3 will demonstrate increased use of visual supports for almost all learners. Programme of training tracked, and staff exit surveys will demonstrate increased confidence and ability in use of Boardmaker online to create visual supports.		

	experienced members of staff				
Learners will feel empowered to effect changes within their classes and to the school. In line with Article 12, children will be listened to and feel valued as a result.	Good practice exemplars and resources shared at secondary departmental meetings/GLOW teaching area facilitated by PT LW The use of Talking Mats will be routinely embedded into Lockhart's programme of TAC and annual review meetings throughout session for all learners	Secondary teachers Secondary PT LW	All secondary classes will augment use of visual supports to aid participation in decision-making (evidenced through classroom observations and pupils talking mats) Through focus groups pupils will be able to articulate what is better in their class and in the school as a whole		
The use of SCERTS baselining tools will ensure that targets are personalised to meet individual needs. Pupils will develop skills in communication and regulation that are relevant to their developmental stage.	Modelling/coaching/peer observations in use of SCERTS observational assessments will be timetabled across the session SCERTS paperwork will be shared and learners identified as either; social, language or conversational partners Staff will be supported by DHT to use assessment findings improve the quality of Learner's individual plans Staff will analyse results and use the information to inform strengths and next	DHT Primary YG and LC, class teacher Term 1 – Yellow, OR 1, OR 4 and BR 11 Term 2 – OR 7, OR 2, OR 3, BR 10 Term 3 – BR 6, BR 8, BR 9	Strengths/Next Steps in communication and regulation in LIPs will accurately identify starting point for planning of learning Target evaluations within LIPs and evidence in annual review presentation will demonstrate progress in the areas of communication and regulation Strengths/Next Steps in communication and regulation in LIPs will accurately identify starting point for planning of learning. The use of language will be consistent and link to skills Qualitative data from staff will report increased confidence and		

	steps in communication and regulation Good practice exemplars including Learner's individual targets and evaluations to be shared via GLOW teaching area and primary departmental meetings		skills in being able to baseline learners communication strengths and next steps Moderation activities will demonstrate improvement in target setting	

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

This should only be completed for aspects of your PEF spend <u>not</u> included within your Improvement Plan priorities.

PEF contact - HT or DHT with responsibility for the plan:		Wendy Fenton		
Carry forward: £10,692	**Total Allocation:** £101,675			**Total:** £112,367

PEF Action Plan						
Poverty Related Gap	**Pupil Outcomes**	**Implementation Plan**	**Timescales/ Responsibility**	**Detail of Spend**	**Measures of Impact**	**Analysis & Evaluation of Progress**
Provide details of the gap or barrier you wish to address.	Specifically, what will change for our learners?	What do we plan to do to achieve this outcome?	What are our timescales? Who will lead?	Record cost & provide concise detail of what this entails.	How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.	What does the data tell us? How well is evidence from self-evaluation analysed to improve pupil outcomes? How is the spend contributing to narrowing our attainment gap?
Raise attainment in reading	Pupils will be more engaged and motivated by more varied and rich reading learning and teaching experiences.	Pupils allocated Bug Club passwords to access online resources at home and at school. Staff have allocated passwords to manage and use resource. Staff CLPL in use of Bug Club online and physical resources (Refresher). Additional passwords and access to appropriate online resources e.g. Teach your	VF KW JP By first week in Sept Sept In-service Tips/ instructions issued first week Sept Issued to targeted classes throughout session Issued September	PT PEF Salary Lead Teacher Salary Bug Club and other Subscription Moon Dog resource	Pupil Attitude survey/Pupil Voice Parental Survey Staff Survey Baseline records at start/end of session	Improved attainment in reading Increase in pupil engagement, confidence and positive attitude to reading Increase in staff confidence, familiarity with resources, planning and pedagogy

				Active learning resources	Tracking and monitoring meetings	
		monster to read, Education City, GetEpic. Moon Dog reading resources introduced for older pupils who are in initial stages of reading (low ability/high interest) with appropriate illustrations etc.		Active learning resources	Peer and self-reflection Observation and feedback from team teaching sessions Seesaw photos and evidence will show engagement and progress in reading	
		Lead teachers modelling rotational activities and active learning approaches. Lead teachers will introduce and involve staff/parents in resourcing phonics multi-sensory bags with play materials to introduce Graphemes/phonemes and promote active learning. Lead teachers will develop Phase 2, 3, 4, 5, spelling resources/word cards for staff to access	Beginning August From Sept -Nov Sept –Dec VF			

					Staff teams and pupils will visit library regularly to promote reading for enjoyment and lifelong learning, additional literacy rich experiences provided by library staff eg Book Bug and digital literacy sessions	Timetabled visits and variety of sessions will show majority of pupils engaging in library visits and variety of sessions
		Links made with Stevenston Library				
		Running records and levelled comprehension assessments used to assess and allocate correct Book Band Level for pupils.	Gaps in existing Moderate Secondary Classes baselines completed and books allocated to all by beginning Sept. Rolling programme to targeted classes throughout session.			
		Lead teachers to upskill staff through programme of modelling, mentoring, team teaching and tracking and monitoring. Lead teachers to provide support through planning and resource preparation in addition	Identified classes and teachers will be systematically targeted for intervention and revisited to support and measure impact throughout session. Staff timetabled for 4 week intervention with			

		to modelled lessons and team teaching. Parental Information Session to support progress through reinforcement and sharing online books at home.	follow up visits to support and measure impact/quality assure. As above October with follow ups as appropriate			
Raise attainment in writing	Pupils will be more engaged and motivated by more varied and rich writing learning and teaching experiences. Pupil's experience learning and teaching at appropriate level with pace and challenge.	VF KW JP Whole class Baseline writing- using Big Writing Criteria to create a start point. Upskill staff in using Writing Bubble approach - Team teach, moderating, modelling, and sharing resources. Departmental meetings to share resources and shared area created on OneDrive	All Moderate classes baselined by 30th Sept Identified classes and teachers will be systematically targeted for intervention and revisited to support and measure impact throughout session.			

Raise attainment in Numeracy and maths		Play – engaging writing corners/ zones in classes at appropriate level to promote independent writing using a play-based approach - emergent writers. Staff CLPL to upskill in Big Writing methodology and resources. Staff CLPL in the use of Activelearn resource. Opportunities to explore resource and plan collegiately Series of CLPLsessions differentiated to PreEarly/Early, First and Second Level demonstrating use of resources, progression and ICT allocations	Staff timetabled for 4-week intervention with follow up visits to support and measure impact/quality assure. Dec – May Sept	Online Forms will measure use of resource and teacher confidence pre and post	Increase in attainment Pupils more actively engaged Increase ICT and exploration and investigation in numeracy and maths learning and teaching inputs Increase in teacher confidence and ability to follow and plan coherent and progressive learning and teaching experiences