



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Communities and Education Directorate

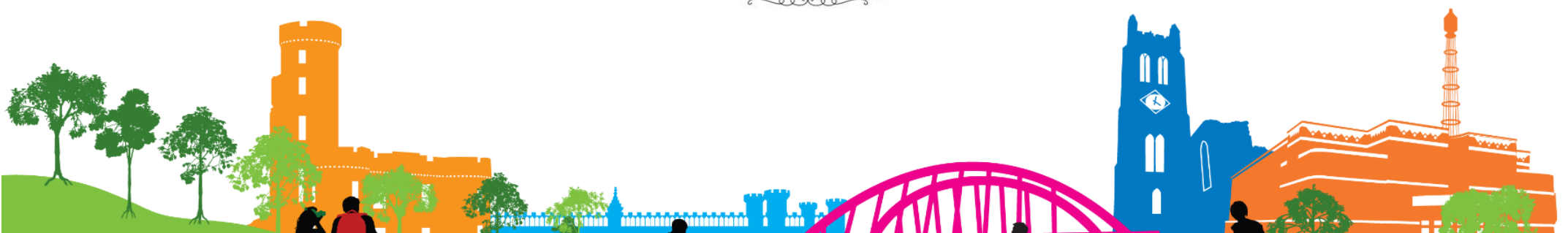
Lockhart Campus

Improvement Plan

2024-2025



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*



Respect



Ambition



Nurture



Courage

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

Strategic Objective:

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

Highlight your KEY drivers for this improvement priority

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

HGIOS & HGIOS ELC

Language specific to HIGIOELC is in green

- 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

- 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

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 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

Last sessions through PEF, Lead Teachers have supported staff to raise attainment in literacy and numeracy through sharing good practice, team teaching and upskilling staff in the use of engaging resources and methods of delivering learning. Mentoring, team teaching, self-reflection and professional dialogue has resulted in data indicating staff have an increased understanding of progression in phonics, reading and the use of Activelearn Maths to deliver quality learning and teaching. This is having a strong impact on attainment. We wish to capitalise and build on this success.

The use of Bug Club, Phonics Bug, Activelearn Maths and Big Writing materials has increased and is being used daily and weekly in targeted classes. This contributes to raising attainment and an active play bases approach to learning and teaching. This is another success we need to continue to monitor and evaluate, upskilling additional staff and staff new to the campus.

An outdoor reading area and lending library was also developed by pupils and staff in one of our outdoor classrooms to great success and this will be further developed next session. Classes in Lockhart have now adopted zoned areas to differing extents with some classes embracing zones fully, this focus will continue to ensure consistency and embed good practice in developing our learning environments across the campus. Learning environments are becoming increasingly supportive of investigation, exploration and play pedagogy. The use of Playboxes to develop joint attention through play is a continued focus in complex classes.

New Senior Phase model has allowed pupils to have a core teacher and base class. This allows core teacher to have a clear understanding of pupils' strengths and next steps in literacy, numeracy and to deliver consistent and differentiated learning and teaching with support from Lead Teacher. Core teachers have identified that they would benefit from additional training and CLPL in identifying units, assessing and collating evidence for SQA qualifications.

PRIORITY 1: Action Plan

| Pupil Outcomes | Implementation Plan | Timescales/ Responsibility | Measurement of Impact | Analysis & Evaluation of Progress | Cost (PEF) |
|---|---|--|---|---|---|
| <i>Specifically, what will change for our learners?</i> | <i>How will we achieve this? What do we plan to do?</i> | <i>What are our timescales? Who will lead?</i> | <i>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.</i> | <i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i> | <i>Please enter the cost to the nearest £</i> |
| Learners attainment in literacy and numeracy will continue to improve through our commitment to motivating & engaging play based & active approaches appropriate to their stage of development. | Continued development of engaging environments/zoned areas within classes using Environmental checklist / Learning in Lockhart Checklist. This will incorporate Nurturing Classroom, SCERTs and Total Communication approaches to support consistency | VF SS YG DB Aug – Oct | Environmental Checklist/ Learning in Lockhart Checklist developed in consultation with staff. This will be used as a baseline and as a tool to measure progress. Staff are able to self-evaluate and reflect on their classroom environment using the checklist, making positive changes for learners. Photographic evidence display will be created which will reflect and model statements from the Environmental Checklist/ Learning | | |

School/EYC Improvement Plan 2024-25

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| | <p>Continued use of tuff trays & physical resources to create zones & areas, tasks and activities.</p> <p>Emphasis on engaging displays which promote & recognise learners' achievements & encourage pride in the learning environment. Pupils work will demonstrate achievements, be clearly labelled and illustrate progress, contributing to a positive ethos and shared good practice. Learning hooks will enrich and support the learning experience.</p> <p>All learning spaces will now be included in the creation of engaging environments. Open areas/Pods will be targeted to provide high quality core curricular experiences for learners e.g. in primary & secondary complex,</p> | <p>August – June VF WF KW SS</p> | <p>in Lockhart Checklist, demonstrating positive change.</p> <p>SLT Learning walks, Teacher Learning Walks and observation of environment will demonstrate and identify examples of positive change.</p> <p>Quality assurance - observations of areas within classes and throughout all learning areas within the campus. Pupils' interaction with resources and spaces will show increased engagement using the continuum of engagement in LIP evaluations.</p> <p>Observation and peer evaluation of displays will show elements described. Pupil voice (Talking mats/forms) will reflect positive pupil views.</p> | | |
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NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2024-25

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| | <p>snack and lunch routines.</p> <p>Moderate department the focus for open areas outside class bays will be to establish learning zones relating to an IDL approach.</p> <p>An audit will be carried out of literacy and numeracy resources within the campus. These will be organised and stored appropriately to give equitable access to active learning and sensory resources. This will promote an active approach and facilitate the creation of provocations and invitations for play.</p> | | <p>Staff will self-evaluate snack and lunch routines and use of space. Learning walks will focus on core routines and use of environment to support.</p> <p>Moderate Dept, observation and teacher feedback will demonstrate pupils more engaged in learning experiences, spending more time on task and participating in personalised learning activities. Evaluations in LIP documents, tracking & monitoring will reflect increased engagement and attainment. Pupil voice: Talking Mats, Microsoft Forms used pre and post. Staff consultation: Teacher Microsoft Forms.</p> <p>Once audited, staff sign out of resources will be measured to show resources being utilised appropriately and equitably.</p> | | |
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| <p>Young people attaining SQA units will be presented based on an accurate assessment of prior attainment and academic ability.</p> | <p>Staff in our senior moderate phase will be upskilled to develop a working knowledge of SQA outcomes in relation to CfE levels. Staff will become upskilled in understanding pupils' previous attainment in terms of both SQA and CfE. CfE planning will drive progression, breadth and depth of learning as well as accurate reflection of progress.</p> <p>CLPL & departmental workshops to develop staff ability to use SQA previous attainment to identify SQA units suitable</p> <p>New SQA Unit Identification paperwork created in consultation with staff to establish a rolling programme of units to allow progression across senior phase</p> <p>Strategic Forward Planning Folder will be updated and developed in consultation with staff (Workshops, Departmental meetings). New</p> | <p>August 2024 VF KW</p> | <p>Staff survey will record feedback and confidence levels in new process. Planning and tracking meetings, Unit Identification and SQA Spreadsheet will provide evidence.</p> <p>DHT will moderate and evaluate use through planning and tracking meetings and this will be recorded as part of moderation process on QA Moderation log.</p> | | |
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| | <p>moderation paperwork will be developed for Quality Assurance of planning.</p> <p>Use of consistent baseline materials will be developed in consultation with staff for numeracy and CLPL and Departmental meetings to ensure staff are consistently using phonic, reading and writing assessments.</p> | | <p>DHT will moderate and evaluate using new proforma and results will be recorded. Feedback will be given during planning and tracking meetings and this will be recorded as part of moderation process in QA Moderation log.</p> <p>Baselines and assessment used to measure progress.</p> | | |
| <p>Pupils will continue to be engaged and motivated by varied and rich reading learning and teaching experiences.</p> | <p>PT to continue to revisit, monitor and upskill staff in reading and phonics through programme of modelling, mentoring, team teaching and self-reflection.</p> <p>Community links continued with Stevenston Library, development of Campus Outdoor Library. Staff teams</p> | <p>KW PT, PEF CT</p> <p>October KW</p> | <p>Targeted class teachers undertaking support will complete teacher survey, peer and self-reflection and baseline records and attainment at end of session. Observation and feedback from team teaching sessions will be evaluated. Quality assurance will show an increase in attainment in reading eg Seesaw photos and evidence will show engagement and progress in reading, Baseline records at start/end of session Tracking and monitoring meetings</p> <p>Staff survey on Teams re library visits, benefits and impact</p> | | |

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| | <p>and pupils will continue to 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</p> <p>Series of CLPL sessions differentiated to Pre-Early/Early, First and Second Level demonstrating use of resources, progression and ICT allocations.</p> <p>Continued opportunities to explore resource and plan collegiately</p> <p>Continued use of Reading Folder materials to provide consistency, guidance and a record of progress in targeted classes. Consultation with staff to develop use. In moderate planning and tracking meetings DHT to evaluate progress and consistency through audit/discussion of Reading Folder materials.</p> | <p>August – June VF SS KW</p> | <p>Use of consistent baseline records and attainment at end of session will show increase in attainment. Progression will be monitored and discussed at planning and tracking meetings. (CLPL and Departmental Meetings used to upskill and ensure consistent use of baseline materials and recording.)</p> <p>In moderate planning and tracking meetings DHT to evaluate progress and consistency through</p> | | |
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| | | | audit/discussion of Reading Folder materials. | | |
| <p>The whole school play vision will demonstrate a strong commitment to pupils' rights where all learners feel valued, safe, and 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.</p> | <p>Staff will be able to continue to identify and develop appropriate play experiences and use of space to facilitate play within classroom bases, outside spaces and activity spaces within pods.</p> <p>Departmental meetings to share good practice using play pedagogy and focussed literacy and numeracy activities</p> <p>Update Core Curriculum documents to include clear rationale for play</p> <p>Develop a clear and consistent approach to play matched to the needs of our learners by linking Eklan Communication Steps, developmental stage of the pupil, Continuum of Engagement and SCERTs assessment information to National practice guidance from</p> | <p>WF, VF, Ms Wilson, Mrs Scott and PEF ASNP Staff Teams Ongoing throughout the session</p> <p>Oct – June VF KW</p> <p>VF YG SS Jan 25</p> <p>VF YG SS Jan 25</p> | <p>There will be evidence of learner directed play and pupil's interests included in planning and through planning and tracking meetings. Classroom observations will reflect that teacher led small group and individual teaching is playful.</p> <p>Online Forms used to gather staff view and encourage self-reflection</p> | | |

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| | <p>'Raising the Ambition'. This will reflect the bespoke nature of how play within the campus will look.</p> <p>Playboxes Continue and further embed last session's pilot intervention of the Playboxes method. Additional identified staff will complete online modules and introduce the approach to targeted learners in our primary complex department.</p> | <p>PEF ASNP SS</p> | <p>Recording of weekly session and pre and post evaluations.</p> | | |
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PRIORITY 2

Strategic Objective:

Improving health and wellbeing across the campus and developing an environment where needs are supported by skilled practitioners.

Highlight your KEY drivers for this improvement priority

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
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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

HGIOS & HGIOS ELC

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- 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

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

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 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

Our Nurture Staff Survey in March 2024 indicated that 100% of staff are 'confident to very confident' in Nurturing Approaches and Principles and Providing a Nurturing Environment thereby improving wellbeing of Lockhart Learners. Staff are committed to improving outcomes in this area and it is important that they are supported to continue to do so while maintaining their own resilience and wellbeing. The cycle of wellbeing will be used strategically. Data shows that our pupils have limited opportunity to participate in wider achievements out of school. Introducing a programme within Lockhart and tracking and monitoring attendance will enhance pupil opportunity.

PRIORITY 2: Action Plan

| Pupil Outcomes | Implementation Plan | Timescales/ Responsibility | Measurement of Impact | Analysis & Evaluation of Progress | Cost (PEF) |
|---|--|--|---|---|---|
| <i>Specifically, what will change for our learners?</i> | <i>How will we achieve this? What do we plan to do?</i> | <i>What are our timescales? Who will lead?</i> | <i>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.</i> | <i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i> | <i>Please enter the cost to the nearest £</i> |
| Learner opportunities will be maximised to attend wider achievement events/activities, contributing to the life and positive ethos of the school as well as personalised opportunities. | <p>Extra-curricular timetable of events/excursions to be created and attendance tracked and monitored and celebrated using the four capacities.</p> <p>Certificates for attendance at events will be created using the four capacities.</p> <p>A whole school display highlighting school success will be created and added to throughout the year with all children based around the four capacities.</p> | <p>Mrs Anderson (Active Schools)/ Mrs Paul will lead:</p> <p>Term 1 – various sports and sports ability outing.</p> <p>Term 2 – Primary nativity/choir</p> <p>Term 3 – Inverclyde trip and various sports. School Show and various sports/sports day</p> <p>Tracked and monitored by SLT/Admin</p> | <p>Tracking and monitoring of attendance at wider achievement events will show an increase in young people attending lunchtime clubs and activities. This will be shared on the wider achievement display board and shared with stakeholders.</p> <p>% of learners attending clubs will be collated. Talking mats will be used to gather learners' views on their interest and enjoyment at clubs/events for identified cohort.</p> | | |
| Lockhart campus environment will be nurturing aligning to campus values and expectations for Total Communication, Nurture and Sensory priorities improving wellbeing of staff and learners. | <p>Nurturing Environments checklist will be self-evaluated by staff teams.</p> <p>Quality Assurance Learning Walks by SLT.</p> | Term 2 All Staff/SLT | <p>Environmental checklist will be completed by staff indicating pink level (areas of strength) green level (areas of development). Across the year % of green will increase.</p> <p>SLT QA documentation will show areas for strength and areas of development. Feedback will highlight departmental strengths and areas of development will be</p> | | |

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| | | Term 3 Class Teachers | <p>addressed at Departmental meetings.</p> <p>Moderation process will record evidence relating to nurture environmental checklist.</p> <p>Peer moderation learning walk will highlight good examples.</p> | | |
| Lockhart Positive Relationships Policy will be finalised incorporating the Staff Commitment Charter with an increased focus on supporting staff wellbeing | <p>Review Lockhart's Relationship Policy. Staff Commitment Charter will feature in collegiate and departmental meetings.</p> <p>Staff will be consulted on suggestions for improving wellbeing and supports implemented.</p> | <p>Aug - June SLT/Whole Staff</p> <p>October & March SS</p> <p>Termly</p> <p>Ongoing throughout year</p> | <p>Further development work on Lockhart's Relationships Policy will be undertaken and a finalised version shared with all stakeholders.</p> <p>Renewed focus on Staff Commitment Charter with all staff able to discuss and reflect on features. Visibility in shared areas.</p> <p>Staff Wellbeing survey in October 2024 (baseline) and March 2025. March will show a positive increase.</p> <p>Termly staff newsletter shared increasing communication and updates on SIP priorities.</p> <p>Certificates of Appreciation issued to staff celebrating success with learners, leadership roles and linking to Staff Commitment Charter.</p> | | |
| Students will benefit from approaches in Positive Behaviour Support by working with trained staff in these areas who can meet the needs appropriately. | Training delivered in CALM/PBS approach to targeted staff groups and tracked and monitored. | <p>Term 1 & 2 SLT</p> <p>Term 3 Mr Beattie</p> | <p>Quality assurance moderation will reflect high quality Positive Behaviour Support Plans.</p> <p>CALM and PBSP event scheduled in collegiate calendar upskilling staff. CALM training record updated.% of staff trained in CALM will increase.</p> | | |

School/EYC Improvement Plan 2024-25

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| | | | Incidents involving CALM will be audited to reflect numbers involving restrictive practice. Reduction in incidents involving restrictive practice. | | |
| Student's specific needs and supports will be shared and considered accurately during transitions. | Transition policy created and shared with all staff for class to class transitions and transition into Lockhart from external | Dec 2024 Mrs Gribben, Mr Beattie, Mrs Scott | Transition process monitored and recorded and signed off at each stage by SLT. Admin team record and monitor completion of stages on transition sign off sheets. | | |
| Learners will develop skills in emotional regulation to improve their health and wellbeing | <p>Targeted intervention of My Happy Mind resource (linked with Priority 1)</p> <p>Continued development of Zones of Regulation across the campus. Regular check ins across all classes using the Zones of Regulation. Displays in every classroom using Zones of Regulation.</p> | <p>Term 1 & Term 2 Ms Fox</p> <p>Aug - June SLT</p> | <p>Training delivered during collegiate in both areas and check-ins modelled at Departmental Meetings. Almost all staff trained in Zones of Regulation. Catch up session and professional learning handout for new staff to the campus made available.</p> <p>100% of classes will be using zones of regulation to support learners. Learners will use the zones of regulation to identify their emotions and strategies for emotional regulations. These will be aligned to SCERTS targets in targeted classes (Priority 4)</p> <p>Staff and Parental newsletter to include updates on Zones of Regulation across the campus. Zones of regulation poster highlighting across the campus will be created and shared. progression</p> | | |

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2024-25

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| <p>Pupil moving and handling risk assessments will be current and accurate ensuring safe practices in moving and handling for pupils and staff. Staff will receive training and competency checks for moving and handling activities.</p> | <p>This will be achieved by:</p> <p>Moving and Handling Policy First draft written (August-September 2024) Consultation with staff (October 2024) Finalised (November 2024)</p> <p>CLPL The instruction, supervision and training of staff. Online Theory training modules completed by new staff in classes requiring moving and handling e.g. hoisting.</p> <p>Peer coaching/learning model piloted for practical training approach.</p> <p>DHT to attend physicare practical children's moving and handling training.</p> <p>Practical training arranged for new staff. Refresher practical training for staff.</p> <p>Class overviews for recording of trained staff and pupil risk assessments will be created and updated.</p> | <p>August- November 2024 SS</p> <p>Term 1 – Lower Orange Pod (OR1, OR2, OR3, OR4), OR13, BR12 SS</p> <p>November- December 2024 SS</p> <p>Term 2 – identified classes and staff SS/LW</p> <p>Term 1 - Primary SS</p> <p>Term 2 – Secondary SS</p> <p>By Term 3 – all SS</p> <p>SS/LW</p> | <p>Staff briefing document completed by all staff undertaking moving and handling activities within the Campus having read the policy document.</p> <p>Audit of trained staff and those requiring refresher training. % of staff with training that is current and in date will show an increase for theoretical input.</p> <p>Qualitative data from staff will report increased confidence and skills in undertaking moving and handling activities safely. Staff leadership skills will improve through the peer coaching model.</p> <p>Audit of trained staff and those requiring refresher training. % of staff with training that is current and in date will show an increase for practical input.</p> <p>% of staff with up to date competency checks will increase. All trained staff to have a competency check completed. This is recorded on the evaluation form and key updates reported to SLT team.</p> | | |
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NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

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| | <p>Competency checks for all trained staff.</p> <p>The undertaking of manual handling risk assessments. The safe use of manual handling equipment. The monitoring of employee's health.</p> | | <p>% of learners with relevant risk assessments will increase to 100%. Consultation with staff teams and SLT to ensure least bureaucratic and most effective risk prevention, reducing accidents and ensuring safety of pupils and staff.</p> | | |
| <p>Learners HWB will be supported by a recognised personal and social education curriculum</p> | <p>National curricular resources for personal and social education and relationships and sexual health will be reviewed and an agreed resource that meets the needs of our learners developed.</p> | <p>Term 3 & Term 4</p> | <p>Learners HWB will be supported by a recognised personal and social education curriculum</p> | | |

PRIORITY 3

Strategic Objective:

We will raise achievement by working in partnership to provide a relevant, skills-based curriculum that supports transition of pupils into positive destinations. Pupils will be given equity of choice within their school and local community to encourage them to participate their fullest ability and potential.

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.
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- 3.1 Ensuring wellbeing, equality and inclusion
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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

- 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 transition

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

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- 2.2 Children's experience high quality facilities

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

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2024-25

PRIORITY 3: Action Plan

| Pupil Outcomes | Implementation Plan | Timescales/ Responsibility | Measurement of Impact | Analysis & Evaluation of Progress | Cost (PEF) |
|--|--|--|--|---|---|
| <i>Specifically, what will change for our learners?</i> | <i>How will we achieve this? What do we plan to do?</i> | <i>What are our timescales? Who will lead?</i> | <i>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.</i> | <i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i> | <i>Please enter the cost to the nearest £</i> |
| We will provide real life contexts to develop the four capacities in our learners by enabling access to a variety of skills-based pathways to develop skills for life and learning | Pupils and Parents will be consulted on DYW enterprises to include: Lockhart Community Café Lockhart Childcare Lockhart Growers Lockhart Bee Keepers Lockhart Crafts Lockhart Domestic Services Lockhart Cycle Repair Shop Lockhart Cyber Security Lockhart Hair and Beauty Salon Lockhart Community Group Lockhart Library | August 2024 W F | Number of DYW experiences available and engagement tracker. Attendance will improve. A range of pupil evidence showing depth and application of practice including; learning walks, classroom observations, pupil's views, parent views, planning tracking and monitoring, seesaw audits, floor books, and intervention trackers will support staff professional judgement, SLT oversight and improvement in individualised support highlighted at annual reviews. | | |
| Pupils will have a sense of belonging and ownership as they co-operate to start up their own Lockhart Community Shop which will provide opportunities to develop core skills in communication, marketing, numeracy | Pupils will design the shop, name and design a logo. A grant application to the Chamber of Commerce will be submitted for funding. | WF/LL | Pupils will be confident in communicating to parents and partners. Pupils willingness to be engaged data. Quality assurance processes will evidence more outdoor learning opportunities, learning walks, pupil and staff questionnaire, forward plan monitoring and classroom observations. | | |
| We will collaboratively develop our school vision and rationale for Developing the Young Workforce and Enterprise. | All Stakeholders (pupils, staff, parents, partners) will be consulted through appropriate communication to seek their views. We will host a DYW showcase. | WF,EE | A DYW booklet will be produced and shared with all stakeholders. All stakeholders will be aware of Lockhart's commitment to this. Pupil voice will evidence purposeful and meaningful learning. | | |

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| | <p>Parent Information Session scheduled.</p> <p>PT DYW to embed the Career Education Standard, skills for life and work and employer engagement in curriculum.</p> | | | | |
| <p>We will develop the curriculum in the Primary Department to include DYW experiences.</p> | <p>All staff will engage with professional learning through Education Scotland to ensure a high level of skill and understanding across the employability agenda.</p> <p>Staff will collaboratively plan life skills based learning through role play experiences.</p> | WF/EE/VF | <p>Staff CLPL records.</p> <p>Staff planners</p> <p>Pupils engagement trackers.</p> | | |
| <p>We will support all S4- S6 pupils to gain work experience qualifications in National One and National Two</p> | <p>CLPL opportunities for staff on career education standard, meta skills and employer partnerships.</p> | VF/WF/DB | <p>Achievement in DYW experiences mapped to SQA.</p> <p>SQA Awards tracking and monitoring.</p> | | |
| <p>Learners will have opportunities to explore and develop their understanding and experience of vocational pathways and potential destinations.</p> <p>We will create links with local community business partners in order to Develop the Young Workforce through engaging and meaningful work experience opportunities providing inhouse, outhouse (where appropriate) work experience for our S4-S6 pupils developing links with the local community, partners and parents.</p> | <p>We will host a Reverse Job Fair which will invite potential employers into the campus to observe our pupils skillset.</p> <p>Pupils will have a positive work-place experience.</p> | WF/EE. | <p>Calendar of number of events/inserts.</p> <p>Parent/carer/pupil feedback through focus groups and surveys. .</p> <p>Increased number of pupils experience work placements and pupil feedback from these placements. .</p> <p>Employer engagement feedback through surveys.</p> | | |
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PRIORITY 4

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

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

- 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

HGIOS & HGIOS ELC

Language specific to HIGIOELC is in green

- 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

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

- 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

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 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 classroom observations, staff evaluations and training needs analysis identified a need for ongoing training in communication pedagogies. SCERTS has been implemented in the majority of primary and a few of secondary classes. To date, evidence has demonstrated that it has improved target setting within Learners' Individual Plans. Use of the SCERTS approach has had a positive impact on attainment in social communication and emotional regulatory skills. We require to continue to embed the use of SCERTS across the whole school. Most of our pupils have an Autism Spectrum Disorder which impacts on their sensory processing needs. Through observations of individual learners, our educational psychologist has identified the need to raise awareness of how best to support sensory needs. Sensory Profiling 2 tool has been used, however following discussion, it has been agreed that Lockhart requires a more bespoke approach that reduces bureaucracy and improves outcomes for learners.

Children's rights should be at the heart of education and given the challenges a significant number of pupils at Lockhart face in sharing their views or communicating their rights, the UNCRC is a document that helps advocate for our pupils. Having attained bronze status, silver status and additional awareness of rights and how they are applied would benefit all of our school community in creating an ethos that allows advocacy and representation for all.

PRIORITY 4: Action Plan

| Pupil Outcomes | Implementation Plan | Timescales/ Responsibility | Measurement of Impact | Analysis & Evaluation of Progress | Cost (PEF) |
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| <i>Specifically, what will change for our learners?</i> | <i>How will we achieve this? What do we plan to do?</i> | <i>What are our timescales? Who will lead?</i> | <i>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.</i> | <i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i> | <i>Please enter the cost to the nearest £</i> |
| Students' rights will be upheld and defended by all members of the Lockhart community and all students will develop an awareness of their key rights. Students will have the ability to use their voice in respect to their rights. | Achieve RRS silver award by consulting with pupil council and other key stakeholders and identify shared common rights that the school community will champion and agree to uphold. Pupil Council meetings to take place regularly capturing pupil views and ensuring information influences and | AG?EE/SLT | Six key rights will be agreed by all stakeholders during consultation process and all staff/pupils and stakeholders will sign or make a mark to identify they will protect those rights. School will receive silver status from UNCRC. Pupil council, display boards. | | |

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| | <p>improves their learning experiences. To gain silver RRS award – display board to be identified and committees to meet on a regular basis. Rights to be linked to and appear on displays throughout the school To increase pupil leadership opportunities across both complex and moderate pathways</p> | | | | |
| <p>Targets set within LIPs will be relevant and meaningful targeting needs. Learners will make progress in developing skills in social communication and emotional regulation.</p> | <p>Continued Implementation of SCERTS across the whole school through mentoring and coaching in use of SCERTS observations and planning targets within LIPs.</p> | <p>From Aug 24 to June 25 DHT YG, PT LW Identified staff members from Primary and Secondary to support roll out. <u>Aug-Oct Break</u> Miss Mitrou, Miss McHarg, Mrs Matthews, Mrs Muirhead <u>Oct Break – Dec</u> Refresh Miss Wilson, Mrs Caldwell Mrs Edmunds, Miss Burns, Mrs Allen <u>Jan – April</u> Mrs Perritt, Mrs Cairns, Mrs Moncrieff, Mrs McNaught Mrs Speirs Term 3 YG DHT, PT LW, Teachers: LC, RMcL,</p> | <p>Number of staff using SCERTS observations to aid with target setting will increase. Number of pupils with relevant targets in social communication and emotional regulation will increase. Moderation activities will demonstrate improvement in target setting. Target evaluations within LIPs and photographic evidence in Seesaw/annual review presentations will demonstrate progress made by individuals.</p> | | |

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| | Working party to finalise documents on use of SCERTS to ensure that the use of SCERTS observation schedules is an integral part of the planning, reporting and assessment cycle. | | Guide created to provide consistency in use of SCERTS across school. The use of language will be consistent and link to skills developed. Strengths/Next steps sections within an increased number of individual learning plans will accurately identify starting point for planning of learning based on SCERTS observations schedules. | | |
| Classroom environments will meet learners' communication and sensory needs. | <p>Roll out of Total Communication policy, procedures and communication charter. Communication charter included within learning environment checklist. Ongoing CLPL to raise awareness of/refresh knowledge and skills in communication pedagogies. (PODD, Intensive Interaction, Makaton, Visual Supports and routines, SCERTS)</p> <p>Targeted speech therapy support (identified classes) in Hanen more than words, gestalt language learning and Parent input via communication hub.</p> <p>CLPL to raise staff awareness of/refresh knowledge and skills in supporting sensory needs through training.</p> | <p>Sept In-service Identified collegiates/Departmental Meetings DHT YG Speech Therapist JL Teachers LC, RMcL SK, KMcC, PM, RE, DB ASN P's KMcl , LMcG, CD</p> <p>Communication Hub – LMcG, MG JL, Speech and Language Therapist</p> <p>Cohort 1 June 24 Further identified collegiates in November KW</p> | <p>Classroom observations, learning environment audits and Communication Support Requests will demonstrate implementation of policy and procedures.</p> <p>Staff CLPL records tracked. Qualitative data from staff will report increased awareness/confidence in using communication pedagogies to meet communication support needs.</p> <p>Staff CLPL tracked. Qualitative data will demonstrate increased awareness, understanding and confidence in using Hanen approach and gestalt language learning.</p> <p>Staff CLPL tracked. Qualitative data will report on increased awareness</p> | | |

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| | <p>Supporting Sensory Needs survey to identify current strategies/resources used within classes.</p> <p>Lockhart draft Sensory checklist created and subsequently piloted. Sensory preferences/profile identified within Learners plans (Yellow class/Orange Room 6)</p> <p>Audit of current resources and purchase of new resources ensuring appropriate activities to meet sensory preferences.</p> | <p>Educational Psychologist</p> <p>June 24 DHT YG and KW Educational Psychologist Identified Primary Teachers and learners</p> <p>January onwards DHT YG and SS and identified Primary teachers</p> | <p>and understanding of how to best support sensory needs. Data on survey will identify baseline information on current staff knowledge and resources and what next steps are.</p> <p>LIPs will demonstrate sensory preferences and appropriate strategies for identified pupils. This will ensure optimum learning environment.</p> <p>Increase in engagement levels of identified pupils evidenced through LIPs, Seesaw and annual review presentations.</p> | | |
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NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

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

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| PEF contact - HT or DHT with responsibility for the plan: | | | | | |
| Carry forward: | | Total Allocation: | | Total: | |

| PEF Action Plan | | | | | | |
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| 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? |
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