



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Communities and Education Directorate Improvement Plan

Arran High School
Lamlash Primary
Lamlash Early Years



Vision, Values and Aims

Ambition Belonging Compassion Trust

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Our school and Early Years Centre exist to provide **a safe, aspirational learning environment** for every young person and child and to uphold our school values in all aspects of school life. In doing so, we provide the opportunity for **each individual to express their unique skills, attributes and capabilities to achieve at the highest level** in all of their endeavours.

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.



NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

Arran High School, Lamlash Primary and / EYC Improvement Plan 2023-24

PRIORITY 1 To continue to improve attainment and narrow the attainment gap

Strategic Objectives:

To continue to improve attainment, particularly in literacy and numeracy.
 To continue to improve the quality of learning and teaching.
 To ensure that all young learners achieve, and that this achievement is celebrated.
 To continue to focus on closing the attainment gap between our most and least disadvantaged and ensure equity for our island children and young people.

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

HGIOSO & 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

- Data from Insight/SQA etc tells us that that we can do better/slight downward trend.
- as a result we need to look more closely at the BGE and improve on our data and moderation, particularly in S3.
- Pupil focus groups have been, in general, positive, but do highlight inconsistencies in expectations and the quality of teaching.
- Not enough moderation activities happening at BGE level.

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

Arran High School, Lamlash Primary and / EYC Improvement Plan 2023-24

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>
Increased attainment in literacy and numeracy in BGE	<ul style="list-style-type: none"> Continue to liaise with primary colleagues to ascertain baseline data in Accelerated Reader, SNSA, ACEL etc and ensure that this is disseminated to all teaching staff Improved curricular transition strategy, with FLs visiting island primaries to meet P7 pupils and discuss attainment with class teachers. LPS to pilot a literacy/numeracy initiative with colleagues from AHS Complete introduction of Application of Maths in to secondary curriculum 	<p>To be completed by May2023. Follow up discussion by end of June 2023</p> <p>Meeting with FLs and primary to take place in August 2023 to plan/decide timings etc (DHT/FLs/primary PT)</p> <p>From session beginning 23/24 (link DHT FL Maths)</p>	<p>Baseline data provided will be compared to subsequent assessment data to ascertain progress. This will be followed up with calendared assessment as appropriate to measure improvement.</p> <p>The data (ACEL, SNSA etc) will be discussed rather than passed on which will provide a much deeper insight.</p> <p>Attainment in maths will improve.(SQA results etc)</p>		

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

Arran High School, Lamash Primary and / EYC Improvement Plan 2023-24

	<ul style="list-style-type: none"> AHS and LPS to seek further accreditation as a 'Reading School' with Scottish Books Trust 	From Session 23/24 (PT primary/FL Languages)	The percentage of learners achieving the expected Curriculum for Excellence levels will increase (Accelerated Reader etc)		
<p>Improved tracking and monitoring system, particularly for BGE will ensure that Learners' progress will be monitored to enable appropriate interventions and accurate coursing</p> <p>Increased moderation opportunities in BGE level to ensure that the information we track is accurate.</p>	<ul style="list-style-type: none"> M&T tracking working group to be set up to look at systems in other establishments and amend the AHS system Calendared meeting to take place with FLs to discuss progress and attainment at key stages in the session AHS to become part of trio with Largs and Auchendarvie with a focus on moderation /tracking/curriculum in S3 	Information gathering from start of session 23/24 - dates and venues to be confirmed. (DHT/FL)	The percentage and numbers of learners achieving qualifications (including literacy and numeracy) will increase		
The quality of learning and teaching will improve in the classroom	<ul style="list-style-type: none"> Continue to work with VL consultant to audit where we are now and decide on next steps and development of updated VL action plan with impact coaches Set up this session's working group of impact coaches to take forward improvement initiatives 	(HT/DHT/FL/Impact coach group) ongoing – HGIOS 2.3 will be a priority in our INSET days this session. Calendared meetings with FLs/staff/pupils will focus on learning and teaching (term 2)	Pupils will be able to describe what makes a good learner and will be able to discuss their learning. They will demonstrate that they can act on feedback to improve their learning.		

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

Arran High School, Lamlash Primary and / EYC Improvement Plan 2023-24

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|--|---|--|--|--|--|
| | <ul style="list-style-type: none">• A more thorough and consistent strategy to quality assure the quality of learning and teaching will be introduced | | | | |
|--|---|--|--|--|--|

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

Arran High School, Lamlash Primary and / EYC Improvement Plan 2023-24

PRIORITY 2: To improve children's and young peoples helath and wellbeing

Strategic Objective:

- To refresh our anti-bullying policy and procedures incollaboration with parents and pupils
- To continue to improve children and young peoples mental health and wellbeing by putting in appropriate supports and activities
- To ensure that our care experienced youngsters are recognised and supported

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

HGIOSO & 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

- We know that our antibullying policy needs to be refreshed from parental and pupil comments
- Pupils cite mental health as one of their main priorities (eg Joint Cabinet, questionnaires etc)
- Care experienced pupils have enrolled in the school

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

Arran High School, Lamlash Primary and / EYC Improvement Plan 2023-24

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>
The Promise – we will ensure that all care experienced learners are supported achieve, attain and attend	Introduction of “The Promise” INSET 3 to raise staff awareness and build confidence and expertise	From September 2023	GL PASS data – pupils will report a more positive view of themselves as a learner and of their school experience. PT Pupil Support will continue to monitor progress of CE pupils	Exclusion data of appropriate pupils will be low Attendance data of appropriate pupils will be high.	
Policies ethos and anti-bullying – we will ensure that our school is a safe an nurturing environment for all learners	Use of calendared assemblies to explain rationale Pupil voice to be gathered through Pupil Council, PSE, RMPS and WA classes Parental voice via questionnaires and liaison with Parent Council	From September 2023, ongoing (SLT/PT Pastoral Support)	GL PASS data will show what areas of concern pupils are experiencing which need to be addressed. Questionnaires – pupil and parent/carer – to be used to gather opinions regarding policy and to ensure the policy is in child-friendly language.		
Mental health initiatives – we will ensure that our young people are safe, included and feel supported in dealing with their mental health	PSE lessons to help de-stigmatise mental health issues. Use of calendared assemblies to raise issue across whole school.	DHT Secondary Support Resource staff School Nurse (TBA on calendar)	GL Pass data will show how many pupils are struggling with their mental health. PSE Attendance and T&M statistics for pupils with mental health issues will improve – use of SEEMiS data; reviews with parents/carers & pupils with regard to support needs.		

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

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PRIORITY 3: Improvement in skills and sustained positive school leaver destinations for all young people

Strategic Objective:

- To improve skills
- To ensure sustained positive school leaver destinations

Highlight your KEY drivers for this improvement priority

<p><u>Service Priorities</u></p> <ol style="list-style-type: none"> 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 	<p><u>HGIOSO & HGIOS ELC</u> <i>Language specific to HIGIOELC is in green</i></p> <ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership & management of staff (<i>practitioners</i>) 1.5 Management of resources to promote equity 	<ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment & achievement (<i>Securing children's progress</i>) 3.3 Increasing creativity and employability (<i>Developing creativity and skills for life and learning</i>)
<p><u>NIF Drivers of Improvement</u></p> <ol style="list-style-type: none"> 7. School & ELC Leadership 8. Teaching & Practitioner Professionalism 9. Parent/carer involvement & engagement 10. Curriculum & Assessment 11. School & ELC Improvement 12. Performance Information 	<p><u>Care Standards - Care Inspectorate Quality Indicators</u> <i>Applicable within all early years settings</i></p> <ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 2.1 Quality of the session for care, play and learning 2.2 Children's experience high quality facilities <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 4.1 Staff skills, knowledge and values 4.2 Staff recruitment 4.3 Staff deployment

Rationale for Change

- Our positive destinations are high (98%) but we will continue to strive to ensure that every young person is supported to make the best decisions about forward destinations from school
- We understand the challenges of sustained leavers destinations for young people in a rural island context and will strive to support them to overcome extra barriers to forward destinations that exist.

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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>
Learners will develop skills and knowledge which can be related to real life and the world of work	All lesson planning should continue to seek to incorporate skills and knowledge relevant to world of work	All staff (ongoing)	Insight data/ discussions with SDS colleagues/ Seemis data	Observations should see evidence of this in learning activities /wall displays etc. Pupils will be able to discuss improvement in skills and link these to the world of work. Staff will display increasing confidence in identifying and being explicit about learning pathways Continued review of learner positive destinations	
Provision of opportunities and experiences within the curriculum will be provided as far as possible to enhance skills necessary for a positive and sustained destination	Liaison with Argyll College to provide vocational opportunities as appropriate within timetable AHS will explore the possibility of closer links with Ayrshire College Faculties will explore the possibility of more vocational opportunities in school DYW coordinator in role (0.4fte) until March 2024 to develop entrepreneurial opportunities, liaise with	DHT (timetable)/SLT/NAC senior manager/PT Pastoral Support (ongoing) DYW coordinator/PT Pastoral Support/SLT (ongoing)	Insight Data/Seemis data tells us that pupils have been offered and been successful in a range of academic and vocational subjects	Increased number of vocational opportunities will be available in AHS Increased number of pupils taking and being successful in vocational courses Positive destinations remain high	

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	local businesses, develop a programme of presentations, visits and assemblies etc				
Pupils will have the opportunities to meet and work with partners, outside agencies and professionals	Vocational /ambition assemblies and professionals visits will be organised for the session in EY/LPS and AHS Trips to careers fairs/NAC events etc will be organised	SLT/PT Pastoral Support/DYW Coordinator/PT LPS EY Manager (ongoing)	Pupils will be able to discuss their increased understanding of opportunities beyond school Insight data tells us that positive destinations are high	Increased number of pupils taking and being successful in a variety of academic and vocational courses Positive destinations remain high	
Pupils will have the opportunity to engage in entrepreneurial activities	Entrepreneurial opportunities will be identified and put in place	DYW coordinator/SLT/FLs subject (ongoing)	Pupils will receive accreditation for entrepreneurial /charitable activities	Increased number of pupils taking part in entrepreneurial activities on offer from school Questionnaires and focus groups will demonstrate uptake and satisfaction	
Pupils will experience STEM outside of school and from visits from STEM professionals	Trips to STEM activities will take place/visits arranged for visits from professionals to take place	Science/maths/tech staff and SLT (ongoing)	Pupils will be able to discuss their increased understanding of opportunities beyond and within school The appropriate skills are enhanced to allow learners to achieve sustained and positive destinations and develop strategies and resilience to progress to the next phase in their lives	The numbers of pupils going on trips and activities will be high and questionnaire and focus groups will be positive	

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

Arran High School, Lamlash Primary and / EYC Improvement Plan 2023-24

PRIORITY 4: To ensure that the human rights and needs of every child and young person is place at the centre of our educational provision

Strategic Objective:

- To embed the Rights of our young people into our school practices and ethos
- To achieve the UN CRC Rights Respecting Schools accreditation
- To ensure that the pupil voice within the school is heard, listened to and acted upon.

Highlight your KEY drivers for this improvement priority

<p>Service Priorities</p> <ol style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills & sustained, positive school-leaver destinations for all young people. Improvement in children & young people's health & wellbeing Placing human rights & needs of every child & young person at the centre of education 	<p>HGIOSO & HGIOS ELC <i>Language specific to HIGIOELC is in green</i></p> <ol style="list-style-type: none"> Self-evaluation for self-improvement Leadership for learning Leadership of change Leadership & management of staff (<i>practitioners</i>) Management of resources to promote equity 	<ol style="list-style-type: none"> Safeguarding & Child Protection Curriculum Learning, teaching & assessment Personalised Support Family Learning Transitions Partnerships 	<ol style="list-style-type: none"> Ensuring wellbeing, equality and inclusion Raising attainment & achievement (<i>Securing children's progress</i>) Increasing creativity and employability (<i>Developing creativity and skills for life and learning</i>) 	
<p>NIF Drivers of Improvement</p> <ol style="list-style-type: none"> School & ELC Leadership Teaching & Practitioner Professionalism Parent/carer involvement & engagement Curriculum & Assessment School & ELC Improvement Performance Information 	<p>Care Standards - Care Inspectorate Quality Indicators <i>Applicable within all early years settings</i></p> <ol style="list-style-type: none"> Nurturing care and support Children are safe and protected Play and learning Family engagement Effective transitions 	<ol style="list-style-type: none"> Quality of the session for care, play and learning Children's experience high quality facilities 	<ol style="list-style-type: none"> Quality assurance and improvement are led well Leadership of play and learning Leadership and management of staff and resources 	<ol style="list-style-type: none"> Staff skills, knowledge and values Staff recruitment Staff deployment

Rationale for Change

- Whilst our school prides itself on our inclusive and nurturing ethos, we have yet to seek and be accredited for UNCRC Rights Respecting Schools
- Self evaluation tells us that learning and teaching could be further enhanced with a whole school understanding of UNCRC and RRS
- We know that we need to refresh and reinvigorate our Student Council and opportunities to further encourage pupil voice

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

Arran High School, Lamlash Primary and / EYC Improvement Plan 2023-24

PRIORITY 4: 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 will experience a consistent approach to understanding their rights and place in the world and UNCRC will be visibly linked to learning across the curriculum	AHS to seek accreditation for UNCRC Rights Respecting Schools (Bronze)/ LPs to continue to progress through Bronze to silver accreditation Staff will plan links within teaching/assembled timetabled	SLT/PT LPS (from August 2023) All staff	Pupils will be able to identify and describe how rights are put into practice	Improved responses to PASS GL/SHINE questionnaire measured from August 2023 until May 2024 Pupils will be happier, feel safer be more involved in school life, understand the rights of others	
UNCRC RRS will be highlighted within school handbook. Our learners will understand and demonstrate rights respecting attitudes and behaviour	Set up pupil/staff/parent working group to take forward accreditation. Assemblies will be based around the UNCRC Articles and our school values	SLT/EBAs (By January 2024)	Increased awareness from parents about the links between UNCRC RRS and school		
There will be strategic and consistent opportunities for pupils to have their collective voice heard and acted upon as part of school improvement and decision making	Senior pupils will work through HGIOORS with head of year DHT and lead workshops, focus groups and assemblies Faculty whole school focus groups and questionnaires will continue to be part of self improvement Student Council to be refreshed with high profile	SLT/DHT S4/5/6 ongoing FL/SLT ongoing (and as per calendar) DHT/SLT	Focus groups in faculties and whole school will discuss issues and feed back as part of self-evaluation.	Improved responses to PASS GL/SHINE questionnaire measured from August 2023 until May 2024 Data from self evaluation exercises etc	

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NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

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This should only be completed for aspects

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

PEF contact - HT or DHT with responsibility for the plan:		Susan Foster			
Carry forward:	£9238	Total Allocation:	£8575	Total:	£17813

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?
<p>Attainment gap in literacy:</p>	<p>'Accelerated Reader' has been in place across the whole island since 2018. It allows us to track and monitor growth in reading skills and motivate, monitor and manage independent reading practice.</p>	<p>Continue to promote 'Accelerated Reader' in class and use data to support</p>	<p>FL Languages – ongoing</p>	<p>£2000</p>	<p>We will use data to demonstrate that our learners develop skills in reading, comprehension, prediction, analysis</p>	<p>Data tells us that more pupils are reading regularly at the appropriate level of challenge and are reading skills are progressing</p>
<p>Acc reader Literacy resources /accreditation resources</p>	<p>Learners will be able to enjoy a wider variety of texts that are appropriately challenging and diverse. They will be able to choose selected texts</p>	<p>Consultation with subjects across the curriculum, with ring fenced funds to ensure that there is a diverse selection of texts available.</p>	<p>FL Subjects/FL Languages</p>	<p>£2000</p>	<p>Questionnaires, reading focus group responses</p>	<p>The responses tell us that the texts in the library were very much narrative and fictional – not enough variety. This spend will engage and stimulate more</p>

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<p>Library furniture</p>	<p>that are relevant to interests across the whole curriculum in a variety of genres.</p> <p>Learners will be able to read in a stimulating environment including the outdoor space (balcony)</p>	<p>Consultation with readers to ensure that we are providing texts that they would like to read</p> <p>Purchase a range of furniture and resources</p>	<p>HT/EBO (by December 2023)</p>	<p>£2000</p>	<p>Questionnaires, reading focus group responses,</p>	<p>learners to read at their level about what interests them.</p> <p>Responses tell us that our learners like it when they have a reading rich environment rather than reading in a classroom environment. Direct observation of increased reading at breaks and lunchtimes and more engagement during lessons.</p>
<p>Engagement and learner motivation: Outdoor equipment furniture/outdoor learning resources</p>	<p>Learners will be stimulated and motivated by learning outdoors; it will support mental health and provide deeper connections to nature</p>	<p>Creation of an outdoor classroom space Consultation with FLs subject and learners to ascertain what resources will be required</p>	<p>Consultation by October 2023 In place by June 2024</p>	<p>£3800</p>	<p>Questionnaires, pupil focus group responses</p>	<p>Learners have asked for this as part of pupil voice. We will monitor uptake and observe levels of engagement during this session.</p>
<p>Equity: school trips and excursion</p>	<p>Learners will be able to go on a variety of educational school trips and excursions without cost</p>	<p>We will use PEF to fund trips</p>	<p>From August 2023</p>	<p>£3500</p>	<p>We will measure uptake of opportunities provided and ensure that learners receiving FSM/CA and from remote parts of the island are actively encouraged to participate</p>	<p>The data will tell us how effectively we are encouraging all pupils to achieve more widely in the Opportunities provided by the school</p>

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<p>IT hardware maintenance</p>	<p>All learners will be able to access IT and use digital technology to support and enhance learning both in school and at home</p>	<p>There is currently no maintenance strategy within NAC; we will use PEF to support replacement of damaged, broken parts.</p> <p>We will provide learners with the necessary equipment as appropriate and ensure that there is connectivity for learners living in remote areas</p>	<p>Ongoing (HT /IT Technician)</p>	<p>£2000</p>	<p>We will measure uptake of opportunities to use equipment Pupil questionnaire responses will tell us their opinion of IT provision in school</p>	
<p>Visiting professionals/upskilling of staff</p>	<p>All learners will benefit from expertise of highly skilled and professional staff and visiting professionals in a variety of activities, subjects and initiatives (eg health and well being, poetry and writing workshops, staff training etc)</p>	<p>We will look strategically at opportunities for staff training as identified by faculties, whole school self improvement priorities and PRD.</p> <p>We will invite visiting professionals to enhance the current provision in school (eg poetry workshops, author visits)</p>	<p>Consultation to take place by September 2023. On going (HT/ DHTs/ FLs)</p>	<p>£2500</p>	<p>Attainment data/ Questionnaires/pupil focus groups</p>	<p>Increased engagement for all learners This will allow us to target appropriate pupils</p>