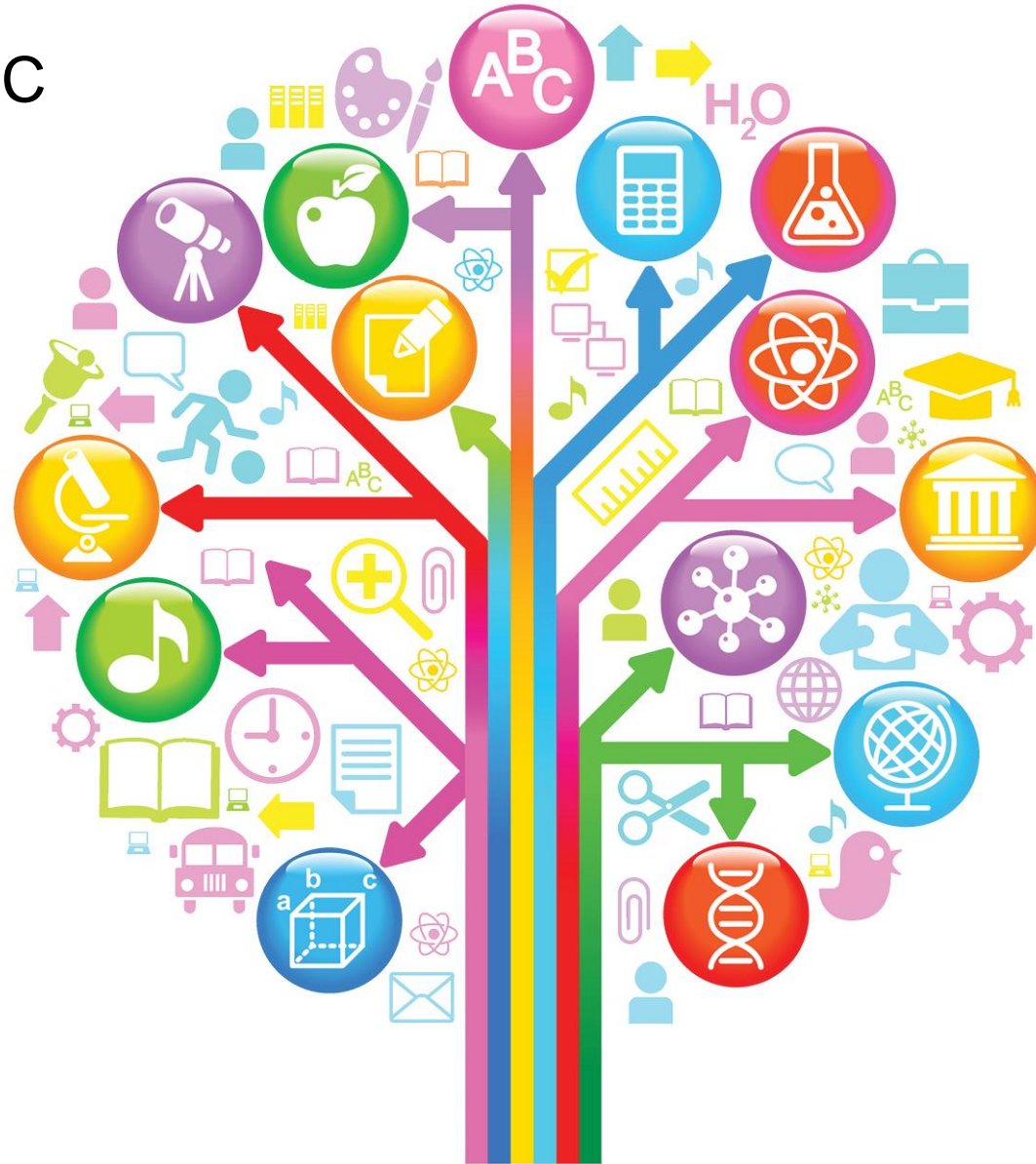
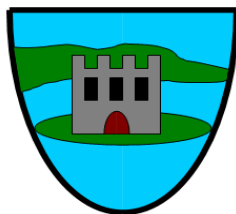
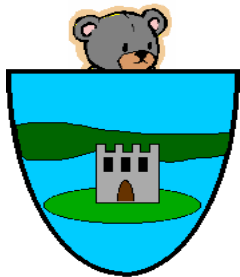




Dalmellington PS & ECC Improvement Plan 2021/22



School Improvement Plan	Dalmellington Primary School & Early Childhood Centre
Head Teacher	Fiona Greig
Date Submitted	Submitted to Head of Education on: September 2021
Session (Date when each year is written)	2021/22

School's Vision and Values	 
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In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

Consultation on improvement plan includes the following stakeholders:	Completed
Children and Young People	•
Parent Council and Forum	•
Teachers, practitioners and ALL school/centre staff	✓
Volunteers/ Community partners	✓
Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre.	✓

Content of plan	Completed
Takes account of strategic priorities outlined in the education authority's Annual Plan.	✓
Takes account of the strategy for parental involvement under section 2 (4A)	✓
An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	✓
Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	✓
Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for	✓

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improvement and in the improvement activities specified	
HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs	✓
There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	✓

Head Teacher Signature: *F.Greig*

Pupil and parental strategic involvement

<p><i>For session 2021-22 , please describe below how children and young people will be involved in decisions relating to the operation of the school.</i></p>	<p><i>For session 2021-21 , please describe below how parents will be involved in decisions relating to the operation of the school.</i></p>
<p>Every term a theme from HGIOURS will be chosen. The HT will meet with House Captains (BRADAN, DOON, FINLAS & RIECAWR) to explore key questions and related activities. House Captains will interact with other pupils and gather views through GLOW Forms and GLOW Teams</p> <p>House Captains will be involved in recruitment of staff when possible.</p> <p>The Pupil Council is formed from 2 children from each class. The Pupil Council and House Captains will improve teaching and learning in Literacy, Numeracy and Health and Wellbeing within the school by evaluating learning and teaching activities.</p> <p>House Captains and Pupil Council to submit proposal to HT for PEF Plan 2022/23.</p> <p>To monitor progress, at appropriate points throughout the session, the Pupil Council and House Captains will traffic light code the child friendly improvement plan display.</p> <p>All children are members of a committee which meet once a week to share ideas and work together on school improvement. (To be reviewed and re-introduced in a different format).</p> <p>All pupils will use GLOW Forms to complete HMIE Questionnaire to feed into school improvement decisions.</p>	<p>GLOW Forms will be used to issue questionnaires and gather feedback.</p> <p>Information will be shared via School App, Parent Council FB Page and School Twitter Account, email and text as appropriate.</p> <p>Priorities for improvement will be shared in school 'weekly round up' and GLOW webpage.</p> <p>HT and DHT to attend Parent Council Meetings..</p> <p>Progress on priorities for improvement shared at Parent Council Meetings and via school app..</p> <p>"You said, We did" will be displayed in school and shared via the school app.</p> <p>Share impact of PEF at Parent Council Meetings and via school app.</p> <p>Gather parent suggestions for PEF Plan 2022/3.</p> <p>School Improvement Plan Consultation.</p>

<h2 style="margin: 0;">Improvement Priority</h2> <p style="margin: 0;">To improve the quality of teaching and learning in literacy and numeracy across the levels.</p> <p style="margin: 0;">To increase pupil engagement with literacy tasks and numeracy tasks.</p> <p style="margin: 0;">To increase attainment in literacy: 85% of P1, P4 and P7 will demonstrate an increase in attainment in reading, writing and listening and talking</p> <p style="margin: 0;">To increase attainment in reading to 85% in P1, 83% in P4 and 80% in P7</p> <p style="margin: 0;">To increase attainment in numeracy: to 85% in P1, 80% in P4 and 75% in P7.</p>		<p>Rationale for improvement based on evidence:</p> <p>Based on ongoing self-evaluation and attainment data from session 2020/21. TJS data from June 2019 reviewed with comparator schools and at local and national level. Scrutiny of EAC Attainment Tracker Tool data.’.</p> <p>We saw increased attainment in writing last session through the professional development and moderation activities that were undertaken. We would aim to replicate this in reading.</p> <p>Progress has been made in the development of number talks and the Linda Keith pedagogy.</p>
<p>NIF Priorities Improvement in attainment, particularly in literacy and numeracy</p>	<p>NIF Driver Assessment of children’s progress</p>	<p>HGIOS/ HGIOSELCC QI’s for self-evaluation 1.1 1.2 1.3 2.2 2.3 2.6 PEF 2.4 3.2</p>

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Through engagement with the <b style="color: red;">Tapestry programme, develop improved approaches to effective formative assessment and moderate these approaches within and across levels. Identify, through assessment process, gaps in learning (possibly due to school closures) to target individual pupils in P1-P7. <b style="background-color: yellow;">PEF Embed and sustain strategies from the Active Literacy Programme across the school with a focus on improving teaching, learning and assessment in reading. Staff to engage with SAC online resources and collaborate within and across stages. 	<p>CS and AMcL</p> <p>CTs & CA –ML EAST <b style="background-color: yellow;">PEF</p> <p>All staff Literacy Lead - AMcL SAC Team</p>	<p>August 2021 – ongoing & review.</p> <p>August 2021 – ongoing & review.</p> <p>Session 2021-2022</p>

<ul style="list-style-type: none"> • Embed and sustain strategies from the Raising Attainment in Numeracy Programme across the school with a particular focus on financial education. • Coaching, modelling, mentoring and co-op teaching to support the implementation of 'Raising Attainment in Numeracy' practice at Early Level. • Develop Early Level Literacy skills through the SWEIC CLPL 'Building Blocks to Literacy' Programme. • ECC and Primary 1 embedding Realising the Ambition: Being Me in their practice. Collaboration, CLPL and co-op teaching. PEF • Use the Care Inspectorate Framework for Quality Assurance in ECC and engagement with EAC planning for learning, teaching and assessment process at Early Level. 	<p>All staff Numeracy Lead – CS</p> <p>Staff at Early Level.</p> <p>AMcL, CA</p> <p>ECC & AMcL PEF</p> <p>HT & SELCP</p>	<p>Over session 2020-21</p> <p>Over session 20- 21</p> <p>Over session 20- 21</p> <p>Over session 20- 21</p> <p>Over session 20-21</p>
<p>What is the expected impact of improvement activities?</p> <ul style="list-style-type: none"> • Improved attainment • Improved learning, teaching and assessment • Increased pupil engagement and motivation • Improved pace and progression • Improved collaboration and collegiality • Robust and improved assessment and moderation <p>What evidence will be used to demonstrate improved outcomes for learners?</p>		

- Analysis of attainment data - TJS Data, ELLAT, Read, Write Inc. baseline, QUEST, WRAT, SCHONELL spelling & reading ages, Termly Bug Club reading assessments, Termly Big Writing Added Value trackers, SNSA, EAC Numeracy Toolkit & SAC Numeracy assessments.
- Records of tracking and planning meetings.
- EAC Tracker Tool.
- Scrutiny of planning for teaching, learning & assessment.
- Scrutiny of pupil work and activities.
- Scrutiny of Floor books.
- Scrutiny of Learning Journals.
- Learning walks and ongoing quality assurance processes.
- Leuven Scale and pupil feedback.
- Reviews of Child's Plan.
- Evidence from staff professional enquiry activity.
- Staff meeting minutes and collegiate calendar.
- PRD & FACETIME records/CPL profiles.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

Improvement Priority

To improve the social and emotional wellbeing of pupils.
All pupils are nurtured, respected and included.

Rationale for improvement priority based on evidence:

Self-evaluation and data from HWB tools have highlighted the need to improve pupils' social and emotional skills. A Rights Based Curriculum with a focus on SHANARRI will support pupils to realise their full potential.

NIF Priorities

Improvement in children and young people's health and wellbeing

NIF Driver

Teacher Professionalism

HGIOS/HGIOSELCC QI's for self-evaluation

1.2
2.2, 2.4, 2.5, 2.7
3.1

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Participation in Barnardo's PATHS (promoting alternative thinking strategies) programme. Introduction to PATHS in June 2020. PATHS training for staff In-Service day. PEF PATHS coach to collaborate, support and model. Involve parents in the PATHS work, sharing strategies by creating a video lead by the pupils, communicate and engage with parents through school app & Parent Council. ECC and school to implement PATHS lessons to ensure skills are taught using consistent language and resources. Collegiate time to reflect, share, measure progress and impact. Participation in Rights Respecting School Programme – working towards Silver Award Criteria with a focus on rights across the curriculum. Develop a Rights Respecting Schools Policy 	<p>HT, DHT, PT, CTs & SELCP Alice Gilmour - PATHS Parent Council</p> <p>RRS lead – CS All staff</p>	<p>Oct 2021</p> <p>Oct 2021 – Ongoing & Review</p>

<ul style="list-style-type: none"> • Participation in the Inclusive Framework (DFS) - working towards Silver Award with a focus on making the curriculum inclusive of all. Develop a pupil friendly dyslexia policy. • Engage with stakeholders to develop approaches to poverty proof the school day • Participate in the Primary Well-being Champions programme. • Develop a hierarchy of interventions to support pupils as required e.g. health and well being check-ins, LIAM sessions, Seasons for Growth sessions and engaging with The Exchange as required. • Develop and consult with stakeholders a Health and Well being policy, encompassing all the approaches to values, rights and health and well being recovery and renewal work 	<p>DFS lead – AmcL All staff</p> <p>HT</p> <p>KM, TW and CS LD, CS, AM</p> <p>CS and all staff</p>	<p>Over Session 21-22</p> <p>Over Session 21-22</p> <p>October 2021</p> <p>Over session 2021- 2022</p> <p>Feb 2022</p>
<p>What is the expected impact of improvement activities?</p> <ul style="list-style-type: none"> • Improved relationships across the school and ECC. • Consistent and effective self-regulation strategies in use. • Improved wellbeing. • Improved pupil engagement and participation. • Increased knowledge and understanding of the wellbeing indicators and reduced barriers to learning. <p>What evidence will be used to demonstrate improved outcomes for learners?</p> <ul style="list-style-type: none"> • Evidence from Barnardo's PATHS programme - Pre & post questionnaires (pupil, parent and staff) & observations. • Comments from Focus Groups - virtual • Wellbeing webs • Teaching Talking Grids • Boxall Profiles • Child's Plans and Ayrshare 		

- PRDs & FACETIME
- Rights Respecting Schools Documentation
- Inclusive Schools (DFS) Documentation
- Online Planning Tools.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session

<h2 style="margin: 0;">Improvement Priority</h2> <p style="margin: 0;">To reduce the attainment gap of pupils living in SIMD 1&2 in literacy at P1 & P7 and numeracy at P4 and P7.</p> <p style="margin: 0;">To improve parent confidence, knowledge and understanding in supporting their child's learning.</p>		<p>Rationale for improvement priority based on evidence:</p> <ul style="list-style-type: none"> • School attendance rates are lower for pupils living in SIMD 1&2 compared with SIMD 3&4. • TJS Results Attainment Gap Analysis. • During school closures levels of engagement were lower for pupils living in SIMD 1&2. • Restrictions on having parents/carers in school for parents meetings, workshops and open afternoons.
<p>NIF Priorities Closing the attainment gap between the most and least disadvantaged children</p>	<p>NIF Driver Parental engagement</p>	<p>HGIOS/HGIOSELCC QI's for self-evaluation 1.1, 1.3, 1.4, 1.5 2.1, 2.3, 2.4 2.5 2.6 2.7 3.1 3.2 3.3</p>

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> • ECC – Communication Champion identified and training undertaken to develop approaches to developing communication in the Early Years • Primary – develop vocabulary skills through whole class work and targeted interventions based on regular assessment of pupils 	<p>PM</p> <p>HT and CTs</p> <p>AMcL, CA</p>	<p>Sept – Nov 2021</p> <p>Ongoing over session 2021-22</p> <p>September 2021</p>

<ul style="list-style-type: none"> • P1 and P2/3 – staff training and implement ‘learning journals’ to share learning and next steps. Access feature to track parental engagement. Use commentary/feedback from parents/carers for next steps. 	CTs	Ongoing over session
<ul style="list-style-type: none"> • A consistent approach to sharing weekly homework overviews with parents and carers on the school blog. 	HT	August 2021
<ul style="list-style-type: none"> • Develop a quality assurance calendar that takes account of HGIOS4, HGIOELC and HGIOS(YP) 	Pupil Council & HT	Ongoing & Review
<ul style="list-style-type: none"> • Primary - Collate pupil voice and feedback from individual classes to share with parents/carers via class blog. 	Pupil Council & HT	Ongoing & Review
<ul style="list-style-type: none"> • Termly Class/ECC Curriculum flyers with progressive learning activities detailed under the four context headings - produced during collegiate time and shared with parents/carers via school app. 	CTs & ECC staff	Throughout session 2021-22
<ul style="list-style-type: none"> • Primary - Share new eportfolio with a focus on skills for life, learning & work with parents/carers to gather feedback. Staff training and support to implement and review throughout the session. 	TW & CTs	Oct 2021
<ul style="list-style-type: none"> • ECC – develop and implement the Early Level Dimensions of Development Assessment 	SELCP & ELCPs	Jan 2022
<ul style="list-style-type: none"> • ECC – meet the National Standard for early learning and childcare as part of the 1140 hours of funded entitlement 	SELCP & HT and ELCPs	August 2021
<ul style="list-style-type: none"> • Embed the refreshed policy for skills for life, learning and work and wider achievement 	All staff	

What is the expected impact of improvement activities?

- Narrow the attainment gap
- Improved learning, teaching and assessment
- Improved communication with parents/carers
- Raised aspirations
- Decrease in barriers to effective parental engagement
- Increased pupil engagement and motivation
- Improved pace and progression
- Improved collaboration and collegiality

What evidence will be used to demonstrate improved outcomes for learners?

- Analysis of attainment data and attendance data – compare SIMD 1&2 with SIMD 3&4
- Feedback from planning meetings
- Staff meeting minutes and collegiate calendar
- Eportfolios
- Feedback from parents/carers & pupils – surveys and comments on reports and learning journals
- Engagement data with learning journals and school website

<h2 style="margin: 0;">Improvement Priority</h2> <p style="margin: 10px 0 0 20px;">To adapt our curriculum rationale to reflect changing needs and circumstances. To develop digital literacy skills throughout the school community</p>		<p>Rationale for improvement priority based on evidence:</p> <ul style="list-style-type: none"> The impact of COVID-19 has resulted in a need to prioritise health & wellbeing and adapt ways of working to ensure ongoing improvements and effective collegiate working. During the period of school closures staff engaged in professional reading and training with a focus on health & Wellbeing and Outdoor learning. Self-evaluation and collegiate activity last session on the Refreshed Narrative identified an opportunity to further develop leadership of learning at all levels with a focus on skills and attributes.
<p>NIF Priorities Improvement in employability skills and sustained, positive school leaver destinations</p>	<p>NIF Driver School Leadership</p>	<p>HGIOS/HGIOSELCC QI's for self-evaluation</p> <p>1.2 1.3 1.4 2.2 2.7 3.3</p>

What actions are required to reach the desired outcome?	Who	When
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<ul style="list-style-type: none"> • P1 and P2/3 – staff training and implement ‘learning journals’ to share learning and next steps. Access feature to track parental engagement. Use commentary/feedback from parents/carers for next steps. 	AMcL, CA	September 2021
<ul style="list-style-type: none"> • Relaunch school website with a section focussing on supporting pupil learning at home - to include useful websites, ‘how to’s’ and demonstration of concepts. Parent/Carer GLOW Forms survey to establish needs and wants for individual classes/cohorts. 	TW & CTs	Oct 2021
<ul style="list-style-type: none"> • Primary - Share new eportfolio with a focus on skills for life, learning & work with parents/carers to gather feedback. Staff training and support to implement and review throughout the session. 	All staff	Oct 2021
<ul style="list-style-type: none"> • All staff will engage with PRD process, using updated GTCS standards, setting targets to improve outcomes for learners which reflect changing needs and circumstances. 	All staff & HT	Aug – Oct 2010
<ul style="list-style-type: none"> • Review remits and responsibilities with staff, taking into consideration skills, talents and changing needs and circumstances. 		Aug – Oct 2020
<ul style="list-style-type: none"> • Collate Outdoor Learning approaches across the four contexts and identify next steps - in school grounds and in the community. 	All staff & HT	Jan – June 2021
<ul style="list-style-type: none"> • Embed Skills for Life, Learning and Work and Wider Achievement guidelines into practice. 	ELCPS and CTs	Feb – May 2021
<ul style="list-style-type: none"> • Refresh the curriculum rationale 	CTs	
	HT	

What is the expected impact of improvement activities?

- Improved pace of change which improves outcomes for pupils
- Improved curriculum offer
- Increased levels of resilience in pupils
- Improved digital skills – pupil & teachers
- Increased engagement with partners
- Increased ambition and aspirations for the school community
- Increased pupil engagement and motivation
- Improved articulation of skills and attributes as learners
- Progressive skills language used in Eportfolios and evidence of opportunities for individual pathways.

What evidence will be used to demonstrate improved outcomes for learners?

- Pupil resilience webs
- Online planning tools
- Pupil Eportfolios
- Pupil Reports
- Staff remits and responsibilities
- Staff meeting minutes and collegiate calendar.
- PRD & EAGER records/CPL profiles.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

<p>Raising Attainment, particularly in Literacy and Numeracy</p>	<p>Increased in sustained positive destinations and employability skills</p>
<ul style="list-style-type: none"> ✓ Embed effective formative assessment approaches ✓ Ensure the principles of Realising the Ambition: Being Me are embedded across ECC and early Primary ✓ Focus on literacy and numeracy interventions that will raise attainment for our children ✓ Implement interventions to close the attainment gap ✓ Use Care Inspectorate Quality Assurance Framework for self evaluation 	<ul style="list-style-type: none"> ✓ Learning Journals used in ECC and P1 and P2/3 ✓ Develop school blog further ✓ Introduce ePortfolios ✓ Refresh the curriculum rationale taking account of <ul style="list-style-type: none"> ❖ Outdoor learning ❖ Wider achievement ❖ Skills for life, learning and work ❖ Digital literacy
<p>Ensuring the health and wellbeing of all young people</p>	<p>Closing the poverty related attainment gap</p>
<ul style="list-style-type: none"> • Continue to develop PATHS (promoting alternative thinking strategies) programme • Participation in Rights Respecting Schools programme • Participation in Inclusive Schools (DFS) framework • Participate in the Health and Well being Champions programme • Develop approaches to poverty proof the school day • Make links within the community to enhance pupils' learning experiences 	<ul style="list-style-type: none"> • Develop pupils' communication skills in ECC • Develop vocabulary skills across ECC and Primary • Gather pupil and parents views regularly • Focus on raising attainment for children in SIMD 1 and 2 using a variety of literacy, numeracy and health and wellbeing interventions • Share termly curriculum updates and homework expectations consistently • Deliver 1140 hours early learning and childcare

