East Ayrshire Council

Dalmellington PS & ECC Improvement Plan 2023/24

School Improvement Plan	Dalmellington Primary School & Early Childhood Centre
Head Teacher	Fiona Greig
Date Submitted	Submitted to Head of Education on: June 2023
Session (Date when each year is written)	2023/2024

School's Vision and Values	

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 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

For session 2023-24 , please describe below how children and young people will be involved in decisions relating to the operation of the school.	*For session 2023-24 , please describe below how parents will be involved in decisions relating to the operation of the school.*
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

House Captains will be involved in recruitment of staff when possible.

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 within the school by evaluating learning and teaching activities.

Pupil Council will lead consultation on PEF plan using participatory budgeting. This will involve pupils and parents.

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.

All children are members of a committee which meet once a week to share ideas and work together on school improvement

All pupils will use GLOW Forms to complete Questionnaire to feed into school improvement decisions.

Pupils will work in assembly circles once a month to share their views about the school and how it can be improved.

ECC children will share their views through the floorbook. | GLOW Forms will be used to issue questionnaires and gather feedback.

Information will be shared via School App, Parent Council FB Page and School Twitter Account, as appropriate.

Priorities for improvement will be shared in school 'monthly round up' and GLOW blog.

HT to attend Parent Council Meetings..

Progress on priorities for improvement shared at Parent Council Meetings and via school app.

 "You said, We did" will be displayed in school and shared via the school app.

Share impact of PEF at Parent Council Meetings and via school app.

Gather parent suggestions for PEF Plan 2023/4.

School Improvement Plan Consultation. |

Improvement Priority		Rationale for improvement based on evidence:
To increase pupil attainment through improved planning, teaching and learning and assessment in literacy and numeracy across the levels. To increase pupil engagement with literacy tasks and numeracy tasks. To increase attainment in literacy: 85% of P1, P4 and P7 will demonstrate an increase in attainment in reading, writing and listening and talking To increase attainment in numeracy: to 85% P1, P4 and P7.		Based on ongoing self-evaluation and attainment data from session 2022/23. TJS data from June 2023 reviewed with comparator schools and at local and national level. Scrutiny of EAC Attainment Tracker Tool data, in particular cohort data There was an increase in attainment in P4 and P7 in reading – P1 remained static; an increase in P1 and P4 writing – P7 remained static. P1 numeracy decreased and P4 and P7 numeracy stayed the same. Analysing the data shows that we need robust approaches to learning, teaching and assessment of numeracy and maths in all stages to ensure children reach their potential. Improving approaches to planning, learning and assessment in the ECC will help children's progress through Early Level. Developing approaches to measure pupil engagement will enhance our self-evaluation approaches.
NIF Priorities Improvement in attainment, particularly in literacy and numeracy	**NIF Driver** Assessment of children's progress	**HGIOS/ HGIOSELCC QI's for self-evaluation** 1.1 1.2 1.3 2.2 2.3 2.6 PEF 2.4 3.1 3.2

What actions are required to reach the desired outcome?	Who	When
• Through engagement with the Tapestry programme, develop improved approaches to effective questioning, feedback and pupil friendly target setting and moderate these approaches within and across levels.	CS and AMcL	March 2023
• Identify, through assessment process, gaps in learning to target individual pupils in P1-P7. **PEF**	CS,CTs & CAs EAST **PEF**	October 2022
• Embed and sustain strategies from the Active Literacy Programme across the school with a focus on improving teaching, learning and assessment in all aspects of literacy. Staff to engage with SAC online resources and collaborate within and across stages.	All school and ECC staff Literacy Lead - AMcL SAC Team	October 2022

• Embed and sustain strategies from the Raising Attainment in Numeracy Programme across the school and Early Childhood Centre with a particular focus on the 5 key mental maths strategies. **PEF**	All school and ECC staff Numeracy Lead – CS **PEF**	September 2022
• Develop Early Level Literacy skills through the SWEIC CLPL 'Building Blocks to Literacy' Programme From Early Childhood Centre into Early Primary	School and ECC Staff at Early Level.	January 2023
• ECC and Primary 1 embedding Realising the Ambition: Being Me in their practice. Collaboration, CLPL and co-op teaching. **PEF**	AMcL, ECC staff and TW	March 2023
• Develop a consistent approach to assessing and moderating literacy and numeracy, including the 4 stages of assessment	HT, all staff	October 2022

What is the expected impact of improvement activities?

- 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

What evidence will be used to demonstrate improved outcomes for learners?
- Analysis of attainment data - TJS Data, ELLAT, 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		Rationale for improvement priority based on evidence:
To improve the social and emotional wellbeing of pupils and staff. All pupils are nurtured, respected and included.		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** 1.1 **1.2** 1.3 1.4 **2.1 2.2, 2.4, 2.5, 2.6 2.7** **3.1 3.2**

What actions are required to reach the desired outcome?	Who	When
• Participation in Barnardo's PATHS (promoting alternative thinking strategies) programme. Introduction to PATHS in June 2020. Ensuring PATHs permeates the curriculum and is incorporated into ELCPs and teacher's planning and floorbooks. **PEF** • PATHS coach to collaborate, support and model. **PEF** • Develop Supervision Spaces for staff health and wellbeing **PEF** • Participate in the Glasgow Motivational and Wellbeing Profile Scale • Participation in Rights Respecting School Programme – working towards Silver Award Criteria with a focus on rights across the curriculum.	HT, PTs, CTs & SELCP And ELCPs Alice Gilmour - PATHS HT and HWB lead DHT	Oct 2022 Session 2022-2023 Oct 2022 May 2023

What is the expected impact of improvement activities?

- Improved relationships across the school and ECC.
- Consistent and effective self-regulation strategies in use.
- Improved wellbeing of pupils and staff
- Improved pupil engagement and participation.
- Increased knowledge and understanding of the wellbeing indicators and reduced barriers to learning.

What evidence will be used to demonstrate improved outcomes for learners?
- Evidence from Barnardo's PATHS programme - Pre & post questionnaires (pupil, parent and staff) & observations.
- Comments from Focus Groups
- Wellbeing webs
- Teaching Talking Grids
- Boxall Profiles
- Child's Plans and Ayrshare
- PRDs & FACETIME
- Rights Respecting Schools Documentation
- GMWP scale data
- Online Planning Tools.

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

Improvement Priority	Rationale for improvement priority based on evidence:
To reduce the attainment gap of pupils living in SIMD 1&2 in literacy at P1, P4 & P7 and numeracy at P4 and P7. To improve parent confidence, knowledge and understanding in supporting their child's learning.	- TJS Results Attainment Gap Analysis. Narrow attainment gap in P1 writing, P4 and P7 reading, writing and numeracy - Numbers of children in the primary school requiring Speech and Language Therapy input has increased from 2 to 6 this session - Restrictions on having parents/carers in school for parents' meetings, workshops and open afternoons.

NIF Priorities	NIF Driver	HGIOS/HGIOSELCC QI's for self-evaluation
Closing the attainment gap between the most and least disadvantaged children	Parental engagement	1.1, 1.2 1.3, 1.4, 1.5 2.1, 2.2 2.3, 2.4 2.5 2.6 2.7 3.1 3.2 3.3

What actions are required to reach the desired outcome?	Who	When
• Carry out a Communication Friendly Schools audit	AMcL – all school and ECC staff	Sept 2022
• All staff to engage with Communication Friendly CLPL	All school, and ECC staff	Ongoing over session 2022-23
• CLPL for school and ECC staff about Blanks Levels Questioning	All school, and ECC staff	Oct 2022

• Engage with the Teaching Children to Listen resource for assessment and skills development in the school and ECC. **PEF**	All school, and ECC staff	Sept 2022
• Build on Word Aware approaches to develop a progressive programme in vocabulary acquisition in the school and ECC. **PEF**	AMcL All school, and ECC staff	Nov 2022
• Refocus on multi step writing lessons to ensure all aspects of literacy are connected.	HT AMcL	Sept 2022
• Review approaches to reporting to parents, including introducing Learning Journals across the school.	HT Parent Council Staff	Nov 2022
• Develop Maths Masterclasses, Chat'n' Play activities and PATHS Parents' Workshops with parents to enhance literacy and numeracy **PEF**	HT, CS, AMcL	Feb 2022
• Re-establish breakfast club in line with Standard Circular 95. **PEF**	HT	Oct 2022

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
- Feedback from parents/carers & pupils – surveys and comments on reports and learning journals
- Engagement data with learning journals and school website
- Engagement with parent masterclasses and Chat'n'Play sessions

Improvement Priority To enhance target setting across the school and ECC community. To develop a progressive programme of skills development based within the local community	Rationale for improvement priority based on evidence: - To help raise attainment, we have identified strengthening our approach to target setting. Last session we developed remits across the school and engaging with the standards will allow us to reflect on the impact we have had with these remits. - COVID-19 has had an impact on the work we have been able to do with the community. The focus on 'catching-up' has narrowed the curriculum to the areas of responsibility for all. We will be rebuilding our community links to enhance our curriculum.

NIF Priorities	NIF Driver	HGIOS/HGIOSELCC QI's for self-evaluation
Improvement in employability skills and sustained, positive school leaver destinations	School Leadership	**1.1 1.2 1.3 1.4 1.5** **2.2 2.3 2.4 2.5 2.62.7** **3.1 3.2 3.3**

What actions are required to reach the desired outcome?	Who	When
• Community Curriculum Making to plan enquiry based projects which are progressive.	HT, all staff	October 2022
• Outdoor Learning approaches across the 4 contexts – in play spaces, the school grounds and in the community	All school and ECC staff	Mar 2022
• Review and develop approaches to learner target setting – incorporating our school values, areas of learning and meta skills	All school and ECC staff	Sept 2022
• Engage with updated GTCS/SSSC standards to link into PRD/FACE discussions		Aug – Oct 2022

	All school and ECC staff & HT	Aug – Oct 2022
• Re-establish pupil leadership groups for all pupils to ensure pupil voice has an impact when developing and evaluating the work of the school.		
	All school and ECC staff & HT	Jan – June 2023
• Embed Skills for Life, Learning and Work and Wider Achievement guidelines into practice.		
	All staff & 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
- Increased engagement with partners
- Increased ambition and aspirations for the school community
- Increased pupil engagement, motivation and attainment
- Improved articulation of skills and attributes as learners

What evidence will be used to demonstrate improved outcomes for learners?
- Pupil resilience webs
- Online planning tools
- Pupil Eportfolios
- Pupil Reports
- 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.

Summary of Improvement Plan

Raising Attainment, particularly in Literacy and Numeracy

3 point scale

Practitioner Enquiries

Learn and Lead

Differentiation, Assessment and Data

Self-evaluation

Early Years – Planning and Assessment

Assessing through observations

Increased in sustained positive destinations and employability skills

Community Curriculum Making

Metaskills

Learner Participation

ECC – P1 Froebelian Approach

Learner Target Setting

National Standards in Early Learning and Childcare

Ensuring the health and wellbeing of all young people

Staff Supervision Spaces

ECC – PATHS through Play

Nurture Groups

LISTEN UP
RESPECT OUR RIGHTS
Anti-Bullying Campaign

RespectMe Anti bullying programme

GMWP Planning

Start our Gold Rights Respecting Journey

Closing the poverty related attainment gap

Communication Friendly Schools

Intergenerational Cooking

Homework Packs

Circle Framework

Family Maths Masterclasses

Chat'n'Play Sessions

ECC and P1/2 Stay'n'Pla y