



Dalmellington Primary School and Early Childhood Centre Improvement Plan 2024/25



School Improvement Plan	Dalmellington PS and ECC
Head Teacher	Fiona Greig
Date Submitted	Submitted to Chief Education Officer on : 26.6.24

School/ Centre Vision and Values	<div data-bbox="564 632 1364 1233" style="border: 2px solid yellow; padding: 10px; text-align: center;"><h1><u>Our Vision</u></h1><p>We are...</p><h2>Soaring to Success</h2><h3>TOGETHER</h3></div> <div data-bbox="1377 606 1971 1236" style="display: flex; flex-wrap: wrap; justify-content: space-around;"><div data-bbox="1377 662 1556 901" style="text-align: center;"><p>Teamwork</p></div><div data-bbox="1579 606 1769 861" style="text-align: center;"><p>Aspiration</p><p>Soaring to Success</p></div><div data-bbox="1780 742 1960 869" style="text-align: center;"><p>Caring</p></div><div data-bbox="1377 933 1556 1125" style="text-align: center;"><p>Respect</p></div><div data-bbox="1579 869 1769 1005" style="text-align: center;"><p>TOGETHER</p></div><div data-bbox="1780 917 1960 1093" style="text-align: center;"></div><div data-bbox="1579 1029 1769 1236" style="text-align: center;"><p>Achievement</p></div></div>
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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 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.	✓

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Head Teacher / Head of Centre Signature: F. Greig

Pupil and parental strategic involvement

<p><i>For session 2024-5, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i></p>	<p><i>For session 2024-5, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i></p>
<p>Every term a theme from HGIOURS will be chosen. The HT will meet with Pupil Council to explore key questions and related activities. Pupil Council 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 or 3 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.</p> <p>Pupil Council will lead consultation on PEF plan using participatory budgeting. This will involve pupils and parents.</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</p> <p>All pupils will use GLOW Forms to complete Questionnaire to feed into school improvement decisions.</p> <p>Pupils will work in assembly circles once a month to share their views about the school and how it can be improved.</p> <p>ECC children will share their views through their learning journals and working walls.</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, as appropriate.</p> <p>Priorities for improvement will be shared in school 'monthly round up' and GLOW blog.</p> <p>HT 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 2024/5.</p> <p>School Improvement Plan Consultation.</p>

Education Service Improvement Plan 1: Our Leadership

We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom, playroom and centre.

Education Service Improvement Plan Priority 2: Teaching and Learning Together

Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.

Education Service Improvement Plan Priority 3: Our wellbeing and belonging

We want all of our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.

Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements

We want the very best for all of our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels.

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Improvement Priorities Curriculum <ul style="list-style-type: none"> All learners will develop their knowledge and skills through a creative and innovative curriculum which develops children’s understanding of local and global issues. All learners will participate in high quality learning experiences across the totality of the curriculum. All children’s attainment beyond literacy and numeracy will be tracked and monitored for progress in their learning. All children’s achievements in developing skills for life, learning and work will be recognised 	Education Service Improvement Plan 1: Our Leadership
	Education Service Improvement Plan Priority 2: Teaching and Learning Together
	Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements
Rationale <p>Although most children said that they have opportunities to discuss their learning targets, some said they were unsure what their next steps in learning are. Feedback from learners indicate some aren’t making the link between learning targets and the feedback they are receiving. To develop this further, we will develop target setting across the curriculum using meta-skills as a focus. We have identified that the focus on recovery has led to a narrowing of the curriculum and that developing approaches to tracking attainment in other areas of the curriculum will highlight the importance of a broad and balanced curriculum in line with Curriculum for Excellence’s vision and aims. We will build on our planning of Interdisciplinary Learning to facilitate this and ensure this is linked to the assessment of skills and links made to external awards</p> <p>This session all staff have had the opportunity to feedback to the staff team about professional learning they have undertaken as part of PRD/FACE time. Staff have collaborated on professional enquiry linked to numeracy and literacy this session. We will continue to build our professional learning framework with a focus across the curriculum.</p> <p>At present, children receive focused feedback in literacy, numeracy and health and wellbeing. We aim to ensure children receive feedback across all curricular areas. This session all children participated in a baking project which focused on developing food technology skills, most children demonstrated increased attainment in the areas of literacy and numeracy linked to this project. Areas for consideration in our learning visit highlighted modes of assessment and feedback as areas for development.</p> <p>Our self-evaluation of Learning for Sustainability showed that we have started our journey and identified our next steps.</p>	

What actions are required to reach the desired outcome?	Who	When
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<p>Curriculum</p> <ul style="list-style-type: none"> Refresh our Curriculum Rationale through consultation with staff, pupils, parents and partners School and ECC Develop Learning for Sustainability, STEM and the World of Work within our curriculum framework School and ECC Engage with the The National Robotarium Transition event and develop digital learning experiences linked to robotics across all stages Assess pupils' progress across the curriculum using the progressive assessment of meta skills <p>Learner Participation</p> <ul style="list-style-type: none"> Approaches to develop learner participation in the QA process to be developed in the school and ECC. School and ECC Pupil leadership will be developed through pupil committees and upper school prefect system. Develop the Voice of the Child using the Steps to Participation document We will work towards our UNCRC RRS Gold Award <p>Quality Assurance of Learning and Teaching</p> <ul style="list-style-type: none"> In the ECC, monitoring and tracking of the curriculum to be developed using the EAC Early Level Monitoring and Tracking Tool on Learning Journals Plan and carry out Critical Collaborative Professional Enquiry with a focus on professional reading and enquiry around – feedback/differentiation across the curriculum Embed Lesson Evaluation Toolkit for SLT and peer observations across the curriculum (Excellent Lesson) 	<p>FG, LD, all staff</p> <p>FG, CS, all staff</p> <p>TW</p> <p>FG, all teaching staff</p> <p>FG, CS</p> <p>FG, CS, LM</p> <p>CS, all staff</p> <p>FG, CT, LR Working Party</p> <p>FG, CT and all ELCPs TW</p> <p>FG, all teaching staff</p> <p>FG, all staff</p>	<p>Nov 2024</p> <p>Throughout session 2024-2025 Sept 2024</p> <p>Sept 2024</p> <p>Sept 2024</p> <p>March 2025</p> <p>Oct 2024</p> <p>Nov 2024</p> <p>Throughout session 2024-2025 Sept 2024</p>
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PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
<ul style="list-style-type: none"> Develop Learning for Sustainability within our curriculum framework, work with parents to develop learning experiences through outdoor learning 	<ul style="list-style-type: none"> Increased parental engagement – 50% of pupils have a parent/carer attend at least one outdoor learning session or our Learning for Sustainability Sharing the Learning session Children’s engagement in literacy and numeracy tasks, linked to Learning for Sustainability increased by 1 point on the Leuven scale <p>5% improvement of children’s attainment in literacy and numeracy tasks linked to Learning for Sustainability is on track</p>	<p>All teachers</p> <p>All teachers</p> <p>All teachers</p>	<p>By March 2024- 2025</p>

<p>Evidence of Impact against outcomes for learners.</p> <ul style="list-style-type: none"> PRD/FACETIME documentation Quality assurance documentation Record of moderation conversations Evidence of moderated work Monitoring and tracking data Pupil and staff questionnaires Prefect applications/timetables Learning Journals ECC Working Wall UNCRC Gold Accreditation evidence Staff, pupils, parents and partners questionnaires Completed curriculum rationale Pupil and parent focus group discussions

- HGIOURS Theme 2 evaluation
- Learning Journals
- Q.I. 1.3, 2.2, 2.3, . Curriculum self evaluation
- Learning for Sustainability self evaluation document
- PRD evaluations
- Professional discussions
- Practitioner enquiry academic posters
- Lesson observations
- Learner work evidence
- Leuven scale
- Meta skills assessments

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

<p>Improvement Priorities</p> <p>Pupil and Parent Engagement</p> <ul style="list-style-type: none"> ❖ Almost all children will have attendance over 90% and engage in learning in a nurturing, supportive environment. ❖ To support children's well being and progress, family learning opportunities will be offered regularly to maximise parental engagement ❖ To ensure children's wellbeing and progress are maximised, staff will be empowered and supported through consultation and supervision. 	<p>Education Service Improvement Plan 1: Our Leadership</p>
<p>Rationale</p> <p>Although the level of additional support needs has increased in the school, data shows that attainment has increased due to targeted supports and intervention. Pre and post BOXALLS show improvement across all measures. Some children who have attendance below 80% have not made the progress expected. 13% of the school have attendance below 90% and 7% of the school have attendance below 80%. Most staff have given feedback that consultation time, supervision spaces and regular professional discussions have had a positive impact on wellbeing.</p>	<p>Education Service Improvement Plan Priority 3: Our wellbeing and belonging</p>

What actions are required to reach the desired outcome?	Who	When
<p>Attendance and Engagement</p> <ul style="list-style-type: none"> • Attendance and Engagement policy to be developed in line with IEI Parts 1 and 2 • Attendance tracking procedures to be developed in line with Attendance and Engagement policy • Staff engagement with The Promise to evaluate how we better meet the needs of our care experienced children and young people at establishment and EG levels 	<p>FG, CS</p> <p>FG, CS, TK, HLW</p> <p>FG CS</p>	<p>Nov 2024</p> <p>Throughout session 2024-2025</p> <p>May 2025</p>
<p>Health and Wellbeing Curriculum</p> <ul style="list-style-type: none"> • Implement universal learning programmes around neurodiversity: e.g. Learning About Neurodiversity at School (LEANS) to introduce pupils aged 8-11 years to the concept of neurodiversity, and how it impacts experiences at school. • Review assessment tools of pupils' HWB to ensure relevant and accurate information is gathered to help plan for universal/targeted approaches 	<p>KM, LM</p> <p>FG, CS, KM</p>	<p>Feb 2025</p> <p>Oct 2024</p> <p>Oct 2024</p>
<p>Parental Engagement</p>	<p>FG, Cs, CT, all staff</p> <p>FG, CS, CT, HLW,</p>	<p>Nov 2024</p>

<ul style="list-style-type: none"> • Parental Empowerment groups to be developed School and ECC • Sharing the learning sessions to be developed in consultation with our parent council and parent empowerment groups. • Develop Parent Groups in the ECC with a focus on communication friendly approaches and wellbeing. • PB vote to focus on poverty proofing the school day <p>Staff Wellbeing</p> <ul style="list-style-type: none"> • Consultation/Supervision calendar to be developed to ensure ongoing support for staff, to help them identify and support children who are experiencing barriers in learning • Develop an ECC Relationships policy • Develop a staff Wellbeing policy 	<p>Community Practitioner CT, PM</p> <p>FG, CS, Educational Psychologist, all staff</p> <p>FG, pupil council CS, CT</p> <p>FG, CS, CT</p>	<p>Sept 204-June 2025</p> <p>May 2025</p> <p>Mar 2025</p> <p>Mar 2025</p> <p>May 2025</p>
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PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
<ul style="list-style-type: none"> • Parental Empowerment groups to be developed – parents/carers will be invited to join our parent empowerment groups. Parents and carers of children who are care experienced; children whose attendance is a cause for concern and children who are on the ASN log will be identified to join these groups. 	<ul style="list-style-type: none"> • 80% of parents/carers of care experienced children will attend • 80% of parents/carers whose children have attendace of below 90% in session 2023-2024 will attend • 80% of parents/carers who are on the ASN log will attend. • 90% of children will attend over 90% of the time • The number of children attending less than 80% of the time will be below 5% 	<p>FG, CS, HLW, TK</p>	<p>Mar 2025</p>

<p>Evidence of Impact against outcomes for learners.</p> <ul style="list-style-type: none"> • <i>Staff, pupils, parents and partners questionnaires</i> • <i>Pupil and parent focus group discussions</i>

- *HGIOURS Theme 1 and 4 evaluation*
- *Q.I. 3.1. self evaluation*
- *GMWP results/wellbeing webs/resilience assessments*
- *PRD evaluations*
- *Professional discussions*
- *Monitoring and tracking*
- *Lesson observations*
- *Learner work evidence*
- *Leuven scale*

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

Improvement Priorities Raising Attainment in Literacy and Numeracy <ul style="list-style-type: none"> All children’s attainment in literacy and numeracy in P1, P4 and P7 2024/2025 will increase by at least one pupil for each measure of Literacy and Numeracy for each stage P1/P4/P7. Improve children’s attainment in writing at P4 from 71% to 79% by June 2025 	Education Service Improvement Plan 1: Our Leadership	
	Education Service Improvement Plan Priority 2: Teaching and Learning Together	
	Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements	
Rationale Next session’s P1, P4 and P7 cohorts have the following levels of children on track. New P1, Literacy: 71% are on track. Numeracy: 57% are on track. New P4, Reading: 71% Writing: 71% Listening and Talking: 79% Numeracy: 79% New P4, Reading: 83% Writing: 83% Listening and Talking: 100% Numeracy: 83% In line with East Ayrshire’s stretch aims, we will aim to increase the levels of attainment by at least one pupil for each measure of Literacy/Numeracy for each stage P1/P4 and P7 (except Listening and talking at P7 as we aim to maintain attainment levels.		

What actions are required to reach the desired outcome?	Who	When
Robust assessment and monitoring and tracking <ul style="list-style-type: none"> Develop an assessment framework incorporating diagnostic use of SNSA and SOFAs for all other stages. Review tracking and monitoring processes to identify children requiring early intervention. School and ECC Monitoring and tracking conversations to take place with the ECC and P1 teacher to moderate practitioner and teacher judgements at early level School and ECC Develop a programme of literacy and numeracy interventions to raise attainment – including pre/post assessments; learning activities and evaluation of children’s targets School and ECC Review approaches to listening and talking assessment – Listening and talking tool/Teaching Children to Listen assessment/Oracy listening and talking tools. Link to the Moderation Programme School and ECC 	FG, CS FG, CS FG, CS, CT, TW CTs, CAs FG, CT Education Group PM, ELCPs PM, ELCPs	Nov 2024 Sept 2024 May 2025 Sept 2024 Jan 2025 Oct 2024 Mar 2025 Feb 2025
Literacy and Numeracy Curriculum Development <ul style="list-style-type: none"> Develop Book Bug sessions with parents on a monthly basis in the ECC 	PM, TW	Feb 2025

<ul style="list-style-type: none"> • Develop Oral Storytelling in the ECC to develop listening and talking skills and the development of narrative • Book Study – Play is the Way – Numeracy School and ECC • Develop mathematical vocabulary in ECC with a focus on key concepts • Participation in the National Improving Writing programme <p>Attendance at the CYPIC National Improving Writing (NIW) sessions Cohort Two: January 2025 – June 2025)</p> <ul style="list-style-type: none"> · Creating the environment for sustained improvements · Developing and implementing Quality Improvement knowledge so they can understand and apply tools and techniques that have been rigorously tested and work. · Implementing the ‘writing bundle’ in full, including sharing run charts with pupils. · Children will experience the ‘writing bundle’ · Collecting data regularly on children’s writing progress with a clear focus on improving one aspect of writing at a time – use a run chart to gather data over time. · Children will be involved in collecting and analysing data. · Developing and implementing self and peer assessment approaches to writing to provide learners with the knowledge and skills to identify improvements in their own/others’ writing - with a particular focus on Tools for Writing and vocabulary · Using data to inform stretch aims and teaching aims. 	<p>P4 teaching staff and SLT member(s) (KW and FG) · CYPIC National Improving Writing team, alongside Education Scotland Literacy colleagues · EA leads (L. Bull, G. Elder, D. McMahon, S. Rae)</p>	<p>Jan- June 2025</p>
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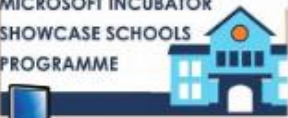











<ul style="list-style-type: none"> · Using a Fishbone tool to analyse the reasons behind continued non-attainment and work with AHPs and other experts to consider ways of further supporting pupils. (There will be sessions with other professionals who can provide advice) · Moderation of planning, learning, teaching and assessment improving shared understanding of writing to inform teacher judgements and to identify strengths and next steps for learners (including sharing practice; visiting colleagues' classrooms to observe how others implement the writing bundle) · Gather pupil voice throughout (qualitative feedback). Pupils will be able to talk about their progress and next steps both individually and as a class. · (Provide opportunities for parents/carers to engage with the writing pedagogy) · Regular tracking and monitoring meetings between the senior leadership team and class teachers. · Building an infrastructure for sustainable spread beyond the initial programme timeline, supported by the CYPIC and EA teams. · Create a quality improvement poster <ul style="list-style-type: none"> • Participation in the SWEIC Sharing Pedagogies to Enhance Mathematical Practice in the BGE • Lead teacher attends SWEIC sessions on TEAMS in order to • Demonstrate an understanding of and develop appropriate teaching strategies for the mathematical concepts and procedures required. • Engage in professional reading in preparation for online sessions. • Plan and deliver learning experiences focussing on the themes of developing algebraic thinking, task design and assessment and developing numeracy and mathematics within inter-disciplinary learning. • Share learning from the planning and delivery of learning experiences across these themes within the TLC • Work with colleagues across the Education Group to plan a coherent approach at a local level with a focus on P6-S2 transition. 	<p>CS, Doon Education Groups Numeracy leads, SWEIC</p>	<p>Sept 2024 – June 2025</p>
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PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
<ul style="list-style-type: none"> Develop an assessment framework incorporating early use of SNSA and SOFAs for all other stages. Develop a programme of literacy and numeracy interventions to raise attainment 	<ul style="list-style-type: none"> The number of children who are on track will increase by 1 for each measure of literacy and numeracy 80% of identified children for interventions will be on track in literacy and numeracy 	FG, CS, class teachers Class teachers, classroom assistants	Nov 2024 Mar 2025

<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> Monitoring and tracking tool SNSA and SOFA data Children's assessments PRD/FACE times discussions Pupil/parent and staff questionnaires Pupil reports Run charts Improvement Science tools Self evaluation – 2.3 and 3.2 HGIOURs Theme 5 Lesson observations Monitoring and tracking conversations Learning Journals
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N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session

Summary of Improvement Plan

Our Leadership	Teaching and Learning Together
<p>Framework for professional learning</p>  <p>Quality Assurance and HGIOURS</p>  <p>Pupil Voice and Pupil Leadership</p>  <p>Rights Respecting Schools - Gold</p> 	<p>CCPE - Feedback and differentiation</p>  <p>Refresh Curriculum Rationale</p>  <p>Embed Lesson Evaluation Toolkit</p>  <p>Digital Skills</p> <p>MICROSOFT INCUBATOR SHOWCASE SCHOOLS PROGRAMME</p>  <p>Learning for Sustainability Outdoor Learning Global Goals Climate Change</p>  <p>SWEIC Sharing Pedagogies to Enhance Mathematical Practice in the BGE</p> 
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
<p>Universal Wellbeing Assessment</p>  <p>Attendance and Engagement</p>  <p>Parental Engagement</p>  <p>Nurture and the PACEful approach</p>  <p>PACE Stands For:</p> <ul style="list-style-type: none"> P is for Playfulness A is for Acceptance C is for Curiosity E is for Empathy 	<p>Achievement across the curriculum</p>  <p>Framework of formative and summative assessment</p>  <p>Review tracking and monitoring processes</p>  <p>Oracy Programme</p>  <p>National Improving Writing Programme</p> 

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