Dalrymple Primary School and Early Childhood Centre

Establishment Improvement Plan

2023/24

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| School Improvement Plan | Dalrymple Primary School and Early Childhood Centre |
| Head Teacher | Heather Sabatini |
| Date Submitted | Submitted to Head of Education on: |
| Session  (Date when each year is written) | 2023/2024 |

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| School’s/Centre’s Vision and Values | **Our Values:**   * Community * Trust * Joy * Ambition   **Our Vision:**  Today in Dalrymple Primary, our aim is simple. Its **community** at the heart of all we do – to make the very best use of the resources, places and people around us. To shape the journey, not only of our learners, but alongside the community which we serve.  Today, it requires **trust**, with strong and lasting foundations. Building and sustaining partnerships – the mortar which holds together the building blocks of lifelong learning.  Today it requires bringing **joy** to the classroom. This not only enables children to be informed, but to be inspired, inquiring and independent, ready to face the challenges of an ever changing landscape.  Today our **ambition** is again simple – we want excellence in all that we do, for all whom we serve. We don’t want our learners to reach their potential. We want them to exceed it.  <https://youtu.be/4DEThk2Ttnw>  C:\Users\LEITCHS\Desktop\IMG_1065.jpg  **Our Aims:**   |  |  | | --- | --- | | **Working Together**   * Learning from each other * Sharing resources * Investing in others   **Providing Excellence**   * Pushing the boundaries of achievement * World Class | **Raising Capability**   * Helping people learn * Laying foundations for later success   **Focusing on the Value Added**   * Holding hope for every child * Every gain a victory   **A Hunger for Improvement**   * High hopes and expectations |   The improvement plan priorities will address the strategic priorities of the EAC *Community Plan 2015 - 2030*:  **Economy & Skills**   * Develop a confident, successful, appropriately qualified and skilled workforce * Embed ambition, aspiration and entrepreneurship   **Safer Communities**   * Improve community safety in neighbourhoods and homes, and protect and support our most vulnerable individuals and families * Promote our vibrant communities by encouraging active and responsible citizenship   **Wellbeing**   * Children and young people, including those in early years and their carers, are supported to be active, healthy and to reach their potential at all stages. * All residents are given the opportunity to improve their wellbeing to lead an active, healthy life and to make positive lifestyle choices.   The priorities for this session’s School Improvement Plan have been decided as a result of ongoing self-evaluation with all stakeholders throughout the last session. This takes account of the 2022 National Improvement Framework and Improvement Plan  **Our vision for education in Scotland**  **• Excellence through raising attainment and improving outcomes**: ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the knowledge and skills necessary to shape their future as successful learners, confident individuals, responsible citizens, and effective contributors;  • **Achieving equity:** ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap.  We need Scottish education to deliver both excellence in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering equity so that every child and young person should thrive and have the best opportunity to succeed, regardless of their social circumstances or additional needs. We will respect, protect, and fulfil the rights of every child and young person in order to ensure they are incorporated fully across the Scottish education system.  In order to achieve this, we are working with our partners to develop an empowered and collaborative system, where young people have an equal voice and everyone’s contribution is heard and valued, and improving children and young people’s outcomes is at the heart of everything we do.  **Key priorities of the National Improvement Framework**  **• Placing the human rights and needs of every child and young person at the centre of education**  **• Improvement in children and young people’s health and wellbeing**  **• Closing the attainment gap between the most and least disadvantaged children and young people**  **• Improvement in skills and sustained, positive school-leaver destinations for all young people**  **• Improvement in attainment, particularly in literacy and numeracy.**  **The drivers of improvement in the outcomes achieved by children and**  **young people through education are:**  **• School and ELC leadership**  **• Teacher and practitioner professionalism**  **• Parent/carer involvement and engagement**  **• Curriculum and assessment**  **• School and ELC improvement**  **• Performance information**  Each of these key National priorities overarch the priorities for Dalrymple in the session ahead and are outlined in this Improvement Plan and have also been informed by current educational research and national and local initiative contexts.  Incorporated within these priorities is the school’s Pupil Equity Funding (PEF) initiatives in collaboration with – some of these will be committed to over several years and may run for the duration of the PEF funding therefore ensuring that the spend and initiatives are committed to each session.  These include:  Personnel  Additional PT (Health & Wellbeing) |

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.

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| **Consultation on improvement plan includes the following stakeholders:** | **Completed** |  | **Content of plan** | **Completed** |
| Children and Young People | Yes |  | Takes account of strategic priorities outlined in the education authority’s Annual Plan. | Yes |
| Parent Council and Forum | Yes |  | Takes account of the strategy for parental involvement under section 2 (4A) | Yes |
| Teachers, practitioners and ALL school/centre staff | Yes |  | An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people. | Yes |
| Volunteers/ Community partners |  |  | Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff | Yes |
| Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre. |  |  | Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in the improvement activities specified | Yes |
|  |  |  | HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs | Yes |
|  |  |  | There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. | Yes |

Head Teacher Signature:

**Pupil and parental strategic involvement**

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| For session 2023-24, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre | For session 2023-24, please describe below how parents will be involved in decisions relating to the operation of the school/centre |
| * Pupil Voice meetings * Personal Care Plans * Groups and committees – JRSO, Bike Ability, Communication Friendly Schools, ECO-Committee/John Muir, RRSA, Digital Schools and Sports Award (Vibrant Communities) * School House Captains – House consultations * Pupil Questionnaires/surveys – HGIOURS and HGIOELC * Weekly Assemblies * Pupil HWB Champion Group | * Parent Council * P7 Parental Committee * Individual Parent/carer meetings * Meet and Greet * Personal Care Plan Meetings * Parent/Carer Questionnaires * School App Surveys * School Glow Blog/Forms * Parents’ Appointments * Learning Journals |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | To increase attainment and achievment across literacy and numeracy though consistent tracking and monitoring of levels across the school.  To re-introduce a robust quality assurance programme for the whole school to ensure consistent learning and teaching approaches, planning and assessment.  A robust assessment policy and set of procedures, tools and resources available for all staff for literacy and numeracy. | **Rationale for improvement priority based on evidence:**  TJS results are inconsistent across the stages in literacy and numeracy due to changes in staff across stages, staff expectations and new tracking system. Literacy results across second level in relation to writing and reading are at 56% compared to the national average of 62% and 66% respectively.  Also, through deeper conversations with staff in relation to tracking and monitoring meetings, where staff have expressed they need to build their own confidence using the new system, both in the ECC and the P1-7 stages.  Self-evaluations show that teaching staff require a robust set of assessments in order for them to accurately set targets and complete TJS. |
| **NIF Priorities**  Improvement in attainment, particularly in literacy and numeracy | **NIF Driver**  Teacher Professionalism  School Leadership | **HGIOS/ HGIOSELCC QIs for self-evaluation**  **1.3, 2.2, 2.3, 3.2,** |

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| What actions are required to reach the desired outcome? | Who | When |
| * A robust quality assurance programme designed to meet the needs of all learners and staff across the school and ECC, which will be rolled out across the school through all staff, the ECC and the Senior Leadership Team * Training for all staff on the new 3-point scale to ensure consistency and confidence in relation to the TJS and Tracking and Monitoring Data * Appropriate and timely interventions discussed through in depth conversations within tracking and monitoring meetings incorporating the ASN coordinator and EAST support Team * PTP meetings with a focus on targets and having parental and pupil involvement to ascertain and meet desired targets in accordance with local and national statistics, as well as that of a school level * A robust assessment policy with guidelines and tools required to accurately assess pupil outcomes and levels across the school through a whole school working party * Training for Learning Journals for early years staff * Leadership of Learning Champion will be identified and differentiation will be a focus for all staff * A Numeracy lead will be identified and working party established to develop a consistent approach to planning, learning, teaching and assessment in numeracy * A Literacy lead will be identified and working party established to develop a consistent approach to planning, learning, teaching and assessment in literacy. * A focus on reading into writing has been identified though tracking and monitoring across the authority and will be a focus for this year’s moderation within the education group | HT, SLT and ECC  All staff and ECC  HT, DHT, EAST Support and CT  All staff, pupils and parents  All staff  Early Years staff and SLT  Lauren Wilson CT  Isabel Hunter CT  Sharon Mair CT  All staff | Sept 23 – March 24  Sept 23 – March 24  Sept 23 – March 24  Sept 23 – March 24  Sept 23 – March 24  Sept 23 – March 24  Sept 23 – March 24  Sept 23 – March 24  Sept 23 – March 24 |

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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 |
| **N/A** |  |  |  |

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| **Evidence of impact against outcomes for learners.**  Evidence based data in TJS, Tracking and ACEL data to include writing across second level to have increased by 6% and reading to have increased by 10% by the end of session.  To sustain being above the national average for Numeracy in P1,4 and 7  To increase the combined average in Numeracy by 6% across P1,4 and 7  Raised confidence in teacher professionalism and judgements through PRD meetings and T&M meetings  Raised confidence within pupil and parents discussing and setting targets through pupil forums, pupil questionnaires and Parent Teacher and Pupil (PTP) meetings across the school year  A robust quality assurance programme to include lesson observations, peer teaching, jotter monitoring, pupil voice and feedback across the stages  Accessible resources for independent learning and all school signage to be consistent from ECC to P7 through the use of board maker labelling (in conjunction with Communication Friendly Schools)  Confidence in using Learning Journals to communicate with parents, track and monitor pupil learning in the ECC and record observations  Assessment folder (Learning Journeys) completed with a consistent approach across all stages in the school including the ECC |

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

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | To provide further opportunities for pupils across the school and ECC to have positive interactions from business and community links through a range of activities.  Provide more leadership opportunities for pupils and continue to develop DYW (Developing the Young Workforce) skills.  <https://www.dyw.scot/educators.html> | Rationale for improvement priority based on evidence  Pupils are currently involved in leadership opportunities whilst working with Vibrant Communities on a weekly basis, however there is scope and pupil interest to expand opportunities to participate in localised leadership opportunities, now that Covid is no longer a barrier.    DYW (Developing the Young Workforce) builds on the foundations already in place through the Curriculum for Excellence and is relevant in the Broad General Education (BGE) from early years, through the senior phase and beyond. It contributes to the development of the four capacities, makes full use of the four contexts of the curriculum, and addresses each of the entitlements.  Pupils have expressed a desire to become more involved in their local community and explore the options available to them as they consider their futures. Through pupil voice at assemblies and pupil council groups, we have discussed what that will look like for pupils and how we can support them going forward. |
| **NIF Priorities**  Closing the attainment gap between the most and least disadvantaged children | **NIF Driver**  School Leadership | **HGIOS/HGIOSELCC QIs for self-evaluation**  **1.3, 2.2, 2.7 and** **3.3** |

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| What actions are required to reach the desired outcome? | Who | When |
| * To continue to provide leadership opportunities throughout the school and re-establish pupil groups to lead initiatives and to raise awareness of issues with other pupils and share information across the school.      * To further expand our business and community links and incorporate these into whole school, class activities and ECC including DYW. | David Stokes (PT), All staff and Vibrant Communities  All stakeholders and ECC | Ongoing  Ongoing |

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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 |
| **N/A** |  |  |  |

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| **Evidence of Impact against outcomes for learners**  Leadership opportunities to increase confidence and participation through the world of work though pupil voice, questionnaires, focus groups and assemblies.  Building community links for the future of the pupils across the school and ECC by making connections with Springwater Fishery, Spirit Engineering and the Local Bowling Club. Inviting these visitors in to the school and providing opportunities for pupils to visit. |

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

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | To develop a whole school nurture approach to ensure a readiness to learn and an environment with which to regulate emotional behaviours.    To have a consistent and manageable SLT presence to lead and manage the shared headship across 2 schools so that SLT is visible and reachable within a school working week.  To support staff health and wellbeing which is fundamental to a whole school approach. | **Rationale for improvement priority based on evidence**  Pupils in Dalrymple have told us through various forums, including assemblies, Yipworld groups, tracking and monitoring meetings, health and wellbeing groups, lunch drop-in sessions with staff, conversations with class teachers, transition and enhanced transition discussions, home-link sessions, TACs and informal chats in the lunch hall that they are still struggling to regulate their emotions after COVID. The P7s are anxious about going to the academy and in particular meeting new people and having the ability to form new relationships. Self-evaluations with the pupils prior to and after last year’s residential to Newton more also confirmed this and last year’s P7s suggested more transition events for this year’s P6s coming up.  Re-introducing Nurture Principals across the school will help to create an environment where pupils feel safe to explore their emotions and staff learn to adapt and support these changes themselves.    Introducing the GMWP across the school will allow us to monitor 100% of the pupil’s wellbeing, measure it and act upon it.  Staff wellbeing should always be fundamental when considering supporting the emotions of themselves, as well as pupils and families. |
| **NIF Priorities**  Improvement in children and young people’s health and wellbeing | **NIF Driver**  Teacher Professionalism and Parental engagement | **HGIOS/HGIOSELCC QIs for self-evaluation** |

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| What actions are required to reach the desired outcome? | Who | When |
| * Continue to build capacity through embedding a whole school nurture approach through re-introducing nurture principles and focus on Health and Wellbeing in staff practice * Glasgow Motivation & Wellbeing Profile (GMWP), Wellbeing Webs: ‘Small Test of Change’ - implemented * Staff wellbeing to be prime focus of forthcoming year * Parental workshops through Yipworld, Parent Empowerment groups, PEEP, I-Lunch and Heritage Hero Award as well as targeted interventions * Pupil Voice through assemblies and self-evaluation from HGIOURS * Pupil HWB Champion Group * Sustain PATHS * Parental and staff evaluations through HGIOELC and HGIOS4 * SLT visible across all establishments on a consistent basis for a prolonged period of time | PT HWB and all stakeholders including the ECC  All Staff  Parents, Home-Link, staff and pupils  Pupils and SLT  Pupils and SLT  PT HWB and all staff  Parents and all staff  SLT | Oct 23 – March 24  Oct 23 – March 24  Oct 23 – March 24  Oct 23 – March 24  Oct 23 – March 24  Oct 23 – March 24  Oct 23 – March 24  Oct 23 – March 24  Oct 23 – March 24 |

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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 |
| PT HWB | Data collected from GMWP  Parental questionnaires through Yipworld, I-lunch and Parental Empowerment groups | PT HWB, pupils, parents, ECC staff and school staff | Ongoing throughout the school year |

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| **Evidence of Impact against outcomes for learners**  Staff, pupils and parents will have a shared understanding of the nurture principals and how they impact on their daily lives  Staff will feel healthy and valued and will want to be at their work  Parental engagement will increase through school workshops 3 times a year and parent empowerment groups once a month with the intention that parents will feel empowered to build upon their own healthy working lives and wellbeing whilst supporting their families in theirs  Pupils will feel included and have the confidence to voice their own opinions and see the value this adds to their local school and community  PATHS will continue to be a focus across the school and pupils will continue to explore their emotions and have the ability to self-regulate  SLT will have a sustained model across both schools |

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

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | To develop links with South Ayrshire Council and Carrick Cluster for a smooth secondary transition | **Rationale for improvement priority based on evidence**  Dalrymple is set within EAC however the associated academy is in SAC. Last year pupil focused HWB groups were initiated as a means of reducing anxiety with P7 leavers, as they still felt incredibly anxious from the pandemic. After having many in-depth conversations with the pupils during the residential stay and across the school year, they suggested themselves that in order to reduce anxiety for the next P7s, we try to encourage more transitions with the associated academies, as those who were part of the enhanced transition programme felt much better than their peers.  This year we are striving to engage with all associated secondary schools in South Ayrshire to allow the pupils the opportunity to become part of the transition programmes and provide more opportunities for our school leavers. |
| **NIF Priorities**  Improvement in employability skills and sustained, positive school leaver destinations | **NIF Driver**  Assessment of children’s progress | **HGIOS/HGIOSELCC QIs for self-evaluation**  **1.4, 2.3** |

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| What actions are required to reach the desired outcome? | Who | When |
| * HT to join the SAC Education Group to make appropriate links * Transition Lead to be developed within the school and meet the associated HT from cluster schools * Parental Group to develop school leaver skills and positive attitudes, as well as reducing anxiety for parents * World of Work week to be organised in conjunction with DYW | HT  Sharon CT  HT, DHT and Parent Council  David Stokes PT, ECC and all stakeholders | Oct 23  Oct 23 - March 24  Oct 23 – March 24  Ongoing |

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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 |
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| **Evidence of Impact against outcomes for learners**  Relationships built across authority for transition for P7 school leavers by HT and Ct meeting with associated primary and secondary heads to develop transition programme  Discuss future residential outings as a cluster, as part of the transition process to build relationships with staff and pupils  Building confidence amongst parents and pupils for all school leavers and ECC through P7 pupil and parent transition focus group  Links with the local community groups through WOW, John Muir Award, Bike Ability, Digital Schools and Sports Award. WOW will be pupil interest based.  Pupil voice through focus group questionnaires, HIGOURs and self-evaluation |

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

**Summary of Improvement Plan**

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| **Raising Attainment, particularly in Literacy and Numeracy** | **Increased in sustained positive destinations and employability skills** |
| * To develop a Planning, Learning and Teaching Policy across the school and ensure robust quality assurance across all stages in the school and ECC. * To maintain and develop teacher professionalism through targeted CLPL in relation to tracking and monitoring. * Encouraging Pupil, Teacher and Pupil meetings across the school year to have a shared understanding of raising attainment and to work together to raise attainment in literacy and numeracy. | * To further expand our *business and community links* and incorporate these into whole school, class activities and the ECC, including Developing the Young Workforce. * Continue to provide *leadership opportunities* throughout the school and in particular re-establish pupil groups to lead initiatives and to raise awareness of issues with other pupils and share information across the school. |
| **Ensuring the health and wellbeing of all young people** | **Closing the poverty related attainment gap** |
| * To ensure a readiness to learn for all pupils across the school and ECC in conjunction with our Nurture Principals. * Sustaining the PATHS programme to further enhance self-regulation in all pupils. * To monitor the health and wellbeing of all pupils through the Glasgow motivation and Wellbeing model. * To provide parental workshops and groups to increase parental involvement and support health and wellbeing for all. | * Investment in resources and staff development to support the wellbeing of children and teacher professionalism with regards to literacy and numeracy toolkits for planning, teaching learning and assessment. * Developing the relationships across the Carrick cluster and identifying transition opportunities for pupils, staff and parents to be involved in. |