Dalrymple Establishment Improvement Plan 2024/25

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| School Improvement Plan | Dalrymple Primary School and Early Childhood Centre |
| Head Teacher | Heather Sabatini |
| Date Submitted | Submitted to Chief Education Officer on : August 2024 |

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| School/ Centre  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. |

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

Head Teacher / Head of Centre Signature:

**Pupil and parental strategic involvement**

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| *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* | *For session 2024-5, please describe below how parents will be involved in decisions relating to the operation of the school/centre* |
| * Pupil Voice meetings * Personal Care Plans- ECC * Groups and committees – JRSO, Communication Friendly Schools, DFS, Clean Green, RRSA, Digital Schools and Sports Award (Vibrant Communities) * School House Captains * Pupil Questionnaires/surveys – HGIOURS and HGIOELC * Weekly Assemblies | * Parent Council * Individual Parent/carer meetings (PTP) * Meet and Greet * Personal Care Plan Meetings - ECC * Parent/Carer Questionnaires/School App Surveys * School Glow Blog/Forms * Learning Journals |

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| **Improvement Priorities**  *(Expressed as outcomes for learners)* | **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.** |
| **Priority** | Our curriculum framework is in inclusive, reflects our unique context and enables learners to develop skills for learning, life and work |
| **Rationale** | Pupil leadership opportunities should be developed to take into account the holistic development of each child, incorporating skills for learning, life and work |

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| **What actions are required to reach the desired outcome?** | **Who** | **When** |
| **School**   * Tracking wider achievements system developed * Pupil Groups identified for Clean green and JRSO * Pupil Leadership through Vibrant Community sessions * PTP meetings * World of Work Week   **ECC**   * Care Plan Meetings * Pupil Groups identified for Clean green and JRSO * World of Work Week | HT, CA Staff & Pupils  SLT and Pupils  HT, CT, Parents & Pupils  SLT & Parents  All Staff  All ECC Staff  ECC Staff & Children  Senior ECC Lead & Parents | October 24  May 24  December 24  November 24, Feb 25 & May 25  May 25  Various through academic year from September 24 – May 25  September 24  May 25 |

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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** |
| * 2 CA staff FTE to take pupil groups to achieve DFS, Clean Green and JRSO | DFS, Clean Green and JRSO engagement/awards | CA Staff | August – June 25 |

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| **Evidence of Impact against outcomes for learners:**   * Identification of any children who are at risk of missing out on opportunities. This will also highlight the importance of activities undertaken outside of school and inform parents about their role in their children’s overall education. * Community have a raised awareness of the effects of climate change and what they can do to protect the planet * JRSO group will raise road safety awareness and promote issues relevant to local context within the school and wider community * Pupils across P7 will develop leadership skills which will enable them to take on their own clubs within the school * PTP meetings will promote an awareness of targets with parents and pupils to raise attainment across literacy and numeracy. * A program will be identified to raise the aspirations of all children and increase their awareness and knowledge about career opportunities available to them locally by involving families and staff in the school, showcasing their jobs and bringing the community back into the school |

*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 Priorities**  *(Expressed as outcomes for learners)* | **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.** |
| **Priority** | To raise attainment in Literacy and numeracy by ensuring high quality learning teaching and assessment for all learners, specifically those not on track across the stages  Our curriculum framework is in inclusive, reflects our unique context and enables learners to develop skills for learning, life and work |
| **Rationale** | Raising literacy and numeracy attainment EAC priority.  School Tracking and Monitoring show that 80% are on track for Reading, 76% are on track for Writing, and 79% are not on track for Numeracy. |

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| **What actions are required to reach the desired outcome?** | **Who** | **When** |
| **School**   * Formation of an innovative curriculum that matches the context of the school * A robust quality assurance programme to include lesson observations, peer teaching, jotter monitoring, pupil voice and feedback across the stages will be embedded fully next year across the school. * Quality moderation both in school and with Littlemill Primary School * AIFL Refresh * PLTA Policy bespoke to Dalrymple developed and embedded * Individual pupil target setting system to be reviewed * Gaps identified through quality assurance will be addressed in timely manner, CLPL provided where required and feedback shared and discussed through PDRs and collegiate meetings   **ECC**   * Formation of an innovative curriculum that matches the context of the school * Quality moderation both in school and with Littlemill Primary School | DHT/CT  HT/DHT & CT  SLT  SLT  DHT  Whole Staff  DHT & SLP  SLT & SLP | Ongoing 24/25  August 24 – June 25  August 24 – May 25  October In-service  September 24  December 24  Ongoing 24/25  August 24 – May 25 |

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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** |
| 2 CA staff FTE | Curriculum design will be relevant to the context of the school and supported by CA staff who will monitor engagement through Leuven Scale Assessments | CA Staff | August 24 – May 25 |

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| Evidence of Impact against outcomes for learners.   * Engagement and involvement of all pupils through Leuven Scale and pupils surveys * Staff will have a shared understanding of what each level looks like in accordance with the new tracking system * AIFL evident in all classrooms visually and verbally * Consistent approach to planning, teaching and learning embedded * High quality learning and teaching across all stages in the school * Pupils are able to talk about their strengths and next steps * Majority of pupils on track in each class – increase by 9% for reading, 12% for writing and 2% for numeracy * Learners experience a high quality curriculum which provides opportunities to develop skills for life, learning and work * Staff are confident planning and delivering a curriculum with a focus on skills for learning, life and work |

*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 Priorities**  *(Expressed as outcomes for learners)* | **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.** |
| **Priority** | Attendance |
| **Rationale** | * Attendance rate is below the 95% across the school on average (first letter) * EAC Priority |

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| **What actions are required to reach the desired outcome?** | **Who** | **When** |
| **School**   * Glasgow Motivation & Wellbeing Programme to be implemented * Wellbeing Webs to be implemented across all classes * CIRCLE Framework audit to be carried out for inclusive environments   **ECC**   * CIRCLE Framework audit to be carried out for inclusive environments | Mrs Millar  Mrs Millar, CT & ST  SLT  SLT & SLP | December 24  3x Oct 24 – May 25  November 24 – May 25  November 24 – May 25 |

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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** |
| * PT1 for full year | Pupils tracked for motivation and wellbeing across all stages through wellbeing webs and recorded through EAC T&M system | Mrs Millar | Aug 24 – May 25 |

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| **Evidence of Impact against outcomes for learners**   * Pupil wellbeing tracked, interventions applied recorded on EAC T&M system * Pupils attendance increased throughout the school by 2% * Environments within the establishment suitable for the pupils within each class * Environments within the establishment suitable for the children within 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 Priorities**  *(Expressed as outcomes for learners)* | **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.** |
| **Priority** | **To raise attainment in Literacy and numeracy by ensuring high quality learning teaching and assessment for all learners, specifically those not on track across the stages** |
| **Rationale** | Raising literacy and numeracy attainment EAC priority.  School Tracking and Monitoring show that 80% are on track for Reading, 76% are on track for Writing, and 79% are on track for Numeracy. |

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| **What actions are required to reach the desired outcome?** | **Who** | **When** |
| **School**   * Appropriate and timely interventions discussed through in depth conversations within tracking and monitoring meetings incorporating the ASN coordinator * Gordon Pearson to attend T&M meetings with HT and staff to ensure consistency * Comparative school data to be analysed with all staff * Attainment over time data to be analysed with all staff * Enhanced transition programmes with Carrick cluster from P6 for all pupils * Identified schools with similar gaps to be contacted by staff to share ideas on how to close gaps * Majority of pupils on track in each class – increase by 9% for reading, 12% for writing and 2% for numeracy * Literacy/CFS and Numeracy lead identified/continued * CLPL for literacy and numeral provided for staff through working with Gail Elder and Robert McCallum * Dyslexia Friendly School lead to be identified & Policy to be developed * Digital Leaders lead to be identified to work across both schools * Excellent Lesson will be decided through collaboration and embedded in practice   **ECC**   * Enhanced Training for all staff on the new planning system as part of in-service in August * Transition programmes to run from January to June for all ECC children * Transition meetings with P1 staff to be embedded this year alongside the general transition documentation | HT/DHT/SLT  Whole Staff  Whole Staff  P6/7 Teacher and SLT  HT  All staff  Mrs Mair & Miss Hunter  Robert McCallum and Gail Elder & CT  Mrs Wilson  PT and pupils  All staff  Early Years Team & ECC Staff  ECC Staff  CT & ECC Staff | 3x November 24 – May 25  Ongoing  January 25  September 24  November 24  May 25  August 24  December 24  October 24  January 25  October 24  October 24  August 24  January 25 – May 25 |

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| PEF - What actions are required to reach the desired outcome?  N/A | 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**   * Majority of pupils on track in each class – increase by 9% for reading, 12% for writing and 2% for numeracy * Consistency in literacy and numeracy methodologies across the stages * Increased accuracy of identification of pupils with dyslexia and enhanced support for these pupils * Interventions in place for closing the barriers to achievement and attainment * Pupils set own targets for literacy, numeracy and HWB and can talk about their own strengths and next steps * P6 pupils with less anxiety, stronger relationships and a readiness to go to the Academy * All staff confident using learning journals in the ECC and P1-3 * Successful transition programme in place in January, rolled out to parents, staff and children to allow for confident, happy children, staff and parents as they progress into P1 |

*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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| **Our Leadership** | **Teaching and Learning Together** |
| **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.**  This year we aim to have every pupil involved in the following groups: Junior Road Safety officers, Dyslexic Friendly Schools, Rights Respecting Schools and Eco Group who will work towards maintaining our Clean Green Award this year.  Both the school and ECC will celebrate a World of Work Week in 2025 which we look forward to inviting the local community to work alongside us. | **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.**  We look forward to developing an exciting curriculum this year to engage and motivate all pupils, parents and staff relevant to the context of the school with a new pilot project.  Individual targets will be a focus this year and these will be shared and discussed with parents/carers at Care Plan Meetings and PTP Meetings and/or Parents Nights. |
| **Our wellbeing and belonging** | **Our Attainment, Destinations and Achievements** |
| **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.**  Our aim is to raise attendance levels by 2% and ensure that everyone comes to school on a regular basis, ready to learn and engage with the school curriculum. | **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.**  We aim to delve deep into the reasons behind any gaps in learning and adapt our learning and teaching accordingly, working closely with pupils and parents/carers to increase attainment and achievement for all pupils. We aim to raise attainment in reading by 9%, writing by 12% and numeracy by 2% with targeted interventions.  Planning in the early stages will be reviewed on the first in-service days with training form the local authority for all ECC staff.  Transitions to both Carrick Academy (and other associated schools) and the ECC into P1 will be a focus this upcoming session. |