East Ayrshire Council

Darvel Primary School
Establishment Improvement Plan
2024/25

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School Improvement Plan	Darvel Primary School
Head Teacher	D McIlwraith
Date Submitted	Submitted to Chief Education Officer on: Wed 26th June 2024

| School/ Centre Vision and Values | In our 2023-2024 session, we consulted with children, staff, parents/carers and our wider community to update our vision and values. The previous vision and values had been in place for our 7 years, and we wanted to consult with stakeholders to realise a vision and values the represented our current community.

We wanted it to be understood and shared by everyone in our school community. Following consultation, our new vision and values were established as:

VISION
At Darvel Primary School we are committed to providing a safe, healthy and nurturing environment, where everyone in our community can achieve their full potential.

VALUES
Our core values define and shape our school and our curriculum. We want everyone in our whole school community to experience and promote our core values of:
• Community
• Ambition
• Respect
• Excellence | |

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	Content of plan	Completed
Children and Young People	*Pupil Working Groups created as part of gathering pupil voice. Leadership Groups planned next steps with staff lead.*	Takes account of strategic priorities outlined in the education authority's Annual Plan.	*Yes*
Parent Council and Forum	*Parent Council Meetings, Parent Questionnaires online and in-person parent consultations.*	Takes account of the strategy for parental involvement under section 2 (4A)	*Yes*
Teachers, practitioners and ALL school/centre staff	*August- June 23/24 through staff meetings and self-evaluation activities.*	An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	*A proposed timeline has been created, alongside a parent/carer friendly SIP that makes use of accessible language.*
Volunteers/ Community partners	*Ongoing stakeholder evaluation throughout session, as appropriate.*	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.	*McCrone agreement agreed by staff.*	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

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

The young people of Darvel Primary School will have a say in how well our school is doing and how it can be improved by involving them in decision making through:
○ Continued implementation of a Pupil Council with representation from all classes
○ Pupil Focus Group and Pupil Council, focusing on the five themes from HGIOURS self-evaluation resource
○ Range of Pupil Leadership Groups
○ House Captains and Vice Captains
○ House Meetings
○ Pupil Questionnaires
○ Suggestion Boxes
○ Daily conversations between pupils and SLT
○ Assemblies
○ Increase opportunities for House Captain, Vice Captains and Pupil Council to discuss their views on a range of improvement priorities.
○ Further develop weekly assemblies to promote a range of events linked to RRS, Global Goals and RME events.
 	
There are also a range of opportunities for Personal Achievement:
○ John Muir Award
○ RSPB Award
○ Self-Assessment
○ Recording of achievements in Learning Journals
○ Celebration of achievements at assembly through our 'Pupil of the Week' certificates.
	Parents/Carers of Darvel Primary School will have a say in how well our school is doing and how it can be improved by involving them in decision making through:
	○ Continue periodic parental consultation through:
	   • Questionnaires/Forms
	   • Workshops/information sessions
	   • Open afternoons
	   • Reporting parental feedback sheet
	○ Parent Council
	○ Increasing opportunities to become involved in the life of the school via Parent Helpers/Volunteers, Butty and Blether Sessions etc.
	○ Establish evaluation exercises with focus groups throughout the session
	○ There will be a drive for parental consultation by planning and organising events that include the wider parent body in the decision making process.
	○ "You said, we did" will be displayed in school and shared via the School App.
	○ Parent & Carers from each class will have the opportunity to attend 'Sharing the Learning' sessions to experience teaching & learning in the classroom setting. Feedback will be sought following these sessions.
	○ Refreshed parental and community engagement calendar, issued at the start of the session, will further develop the positive level of momentum in ensuring stakeholder participation and voice.

Improvement Priorities	Education Service Improvement Plan 1: Our Leadership
(Expressed as outcomes for learners)	
- To integrate Darvel Primary School's new vision and values into the daily practice and overall ethos of the school community. - Learners and all our stakeholders will have further increased sense of pride and belonging in our school. - Learners will have a further increased understanding of their rights according to UNCRC. - Increase opportunities for a range of stakeholders to take lead roles in aspects of school improvement. This includes children, parents and partners. - Increase overall pupil participation in school activities and decision-making processes by 25% by the end of the academic year. - Enhance learner engagement and learning by 20% by developing our outdoor learning experiences across the school. - To enhance learner outcomes by ensuring rigorous and collaborative quality assurance practices between stakeholders.	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.

Our Leadership		
What actions are required to reach the desired outcome?	**Who**	**When**
Leadership at all Levels (ESIP Ref No. 1.1 & 1.4)		
o Review and develop Leadership Team remits to reflect current priorities, linked to GTCS Standards for Middle Leadership.	SLT	Aug 2024
o Staff engage with meaningful self-evaluation aligned with GTCS standards, linked to professional enquiry and reading.	All Teaching Staff	Aug 24 – June 25
o Identified teaching staff to improve and develop outdoor learning opportunities in collaboration with our Parent Council.	CTs & Parent Council	Aug 24 – June 25
o Create opportunities for more pupils to have a voice in school/class activities, policies, and initiatives, sharing findings from focus groups and building on success of current groups, such as RRS and Reading Leadership Groups.	Teaching Staff SLT	On-going
o Development of a Pupil Improvement Plan with learners to encourage ownership of our priorities.	SLT	Aug 24

Vision & Values Implementation (ESIP Ref No. 1.3)		
o Following the creation of our new vision and values, develop a series of workshops and assemblies to explain the new vision and values to all stakeholders.	SLT & PTs	Aug 24 – June 25
o Embed the vision and values into the curriculum through themed lessons and activities.	Whole School	Aug 24 – June 25
o Continue to reflect the vision and values in the physical environment of the school through displays, signage and communal spaces.	Whole School	On-going
o Continue to engage parents and carers in the vision and values through communications, newsletters, school events etc.	Whole School	On-going
o Working alongside our Parent Council, continue to promote Darvel Primary in the community through a range of community events.	SLT, PTs & CTs	Sept 24
Rights Respecting School & Respect Me (ESIP Ref No. 1.4)		
o Continue to embed the UNCRC in all practices throughout the school.	Whole School	Aug 24 – June 25
o Engage in Rights Respecting School Silver Accreditation visit.	CTs, CAs & Pupils	Sept 24
o Renew whole school playground charter to ensure relevance and reflection of school ethos and values as well as pupil views.	SLT, PTs, CTs, CAs & Pupils	Aug 24
o Incorporate the UNCRC into the IDL programme through meaningful and relevant links to the rights of the child.	CTs & Pupils	Oct 24 – Feb 25
o Implement a Respect Me Pupil Leadership Group which will also include parents on the Respect Me community programme to develop a shared understanding of bullying.	CT & Pupils	Oct 24
o Following consultation with pupils, staff and parents, re-draft and launch our Anti-bullying: Respect for All Policy with a strong focus on Respect Me and Cyber Bullying.	SLT, PTs, CTs, CAs & Pupils	Oct 24 – Dec 24
Quality Assurance (ESIP Ref No. 1.1)		
o Contribute to the development of Education Group moderation activities in selected curricular area by sharing and supporting the development of consistent approaches to planning, teaching, learning and assessment.	Teaching Staff	Feb 2025
o Continue to embed our Quality Assurance Calendar to ensure we are analysing data and self-evaluation our journey continuously.	Whole School	Aug 24 – June 25

Our Leadership			
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
Play Pedagogy & Active Learning (ELCP 35 hrs) (ESIP Ref No. 1.1) • Support from ELCP to develop a play based environment in Primaries 1-3 to ensure pupils are experiencing a variety of types of play and further develop opportunities for literacy and numeracy within play. • Additional room to be created for infant classes to experience play. • Staff to visit other establishments to view and experience play in a variety of settings. • Staff to carry out research of good practice of play-based approaches.	*Outcome:* Increased levels of child's emotional well-being and involvement. 85% pupils achieving appropriate levels in Literacy & Numeracy in Early Level. Close the attainment gap between the most and least disadvantaged learners, ensuring learners' needs are supported, particularly at Early level. *Evidence*: Increased engagement will be measured using Leuven scale and linked to literacy using Talk Boost, and Highland Phonological assessment. Evidence of play pedagogy, feedback from pupils/parents and evidence of working with ECC staff.	ELCP P1-P3 Teaching Staff CAs Leadership Team	Aug 24 – Jun 25

Evidence of Impact against outcomes for learners	
• All children will demonstrate improved social and communication skills and confidence in sharing their views. • Improved ability to identify strengths and areas for development. • 90% of all stakeholders can articulate the new vision and values. • Parent and carer feedback indicates understanding and support of the vision and values. • Positive feedback from school community on the visibility and impact of the changes. • Children engaged in a wide range of learning opportunities which enable them to develop skills across the curriculum and are able to lead more aspects of their own learning, leading to increased levels of attainment. • Complete UNCRC visit for Silver Accreditation. • Children are able to discuss their rights and rights are evident on displays and in communication to parents/carers. • Anti-bullying: Respect for All policy will be shared and enacted by all stakeholders. • Increased awareness of EAC's Respect for All policy. • Increased creativity and confidence when problem solving through play in P1-3.	• Increased skill in using a play-based approach to enhance learning experiences for children. • Improved planning for learning, teaching and assessment using play-based approaches. • Increased professional dialogue with colleagues. • Monitor staff engagement and feedback through surveys and GTC professional development logs. • Increase in the number and diversity of pupil voices in school/class activities, policies, and initiatives. • Conduct regular focus groups with pupils to gather feedback and identify areas for improvement. • Pupils taking on more leadership roles, resulting in increased confidence and development of leadership skills. • Positive changes in school policies and initiatives driven by pupil input. • Improved outdoor learning environments.

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

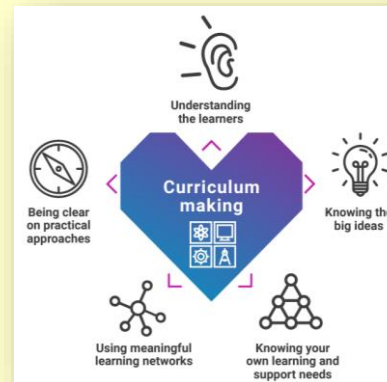| Improvement Priorities
(Expressed as outcomes for learners)
 	
• Attainment of our learners will increase by 10-15% as a result of improvements relating to:
    o Learning and Teaching using effective pedagogy
    o Curriculum
    o Enhanced approaches to moderation and assessment
• To refresh and develop a curriculum to enhance relevance and pupil engagement linked to pupil interests.
• Improve attainment in P7 by 15-20% in all areas of literacy.
• Improve children's attainment in writing across the school by 10%-15%.
• All staff (100%) will show increased confidence in teaching and assessing writing at their stage.
• All staff (100%) will show increased confidence in teaching and assessing numeracy and mathematics.
	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.

Teaching and Learning Together		
What actions are required to reach the desired outcome?	**Who**	**When**
Whole School Learning & Teaching (ESIP Ref No. 2.1 & 2.2) o Through research and professional learning, develop a shared understanding of high quality teaching at Darvel Primary. Staff will undertake professional reading and study, including the use of 'The Teaching Delusion' and 'EAC Planning, Learning, Teaching and Assessment' guidance.	SLT & PLTA Group	Sept 24 – June 25
o Linking to professional reading & the Excellent Learning Experience, staff will create 'Lesson Criteria' to ensure consistency of pedagogical approaches across the school through its use in planning and evaluation (i.e. self/peer learning observations).	SLT & PLTA Group	Jan 25 – June 25
o Promote opportunities for pupil voice (Article 12) through the quality assurance calendar to ensure pupils can share their views about their learning and contribute to the Lesson Evaluation Toolkit.	SLT & PTs	Aug 24 – June 25
o Engagement in Leaders of Learning Programme to enhance understanding and capabilities when adapting learning, providing feedback and planning for assessment.	Teaching Staff	Aug 24 – June 25

Curriculum Reform (ESIP Ref No. 2.1 & 2.3)			
o Conduct a review to refresh and align the curriculum with current and future needs, gathering input from our young people on what they find relevant and interesting in their lesson.		SLT, Teaching Staff & Pupils	Sept 24 – Oct 24
o Provide training and support on developing refreshed curriculum content and effective IDL strategies, linking to Education Scotland's refreshed CfE narrative on 'Curriculum Making'.		SLT, QI Officers & Teaching Staff	Aug 24 – April 25
o Promote collaboration among teachers to design and deliver interdisciplinary and relevant lessons.		SLT & Teaching Staff	Aug 24 – June 25
o Establish a working party to develop an IDL programme which promotes a broad coverage across the curriculum and offers opportunities for personalisation and depth of learning within all experiences and outcomes.		IDL Working Party	Oct 24
o Develop method of tracking knowledge across the curriculum i.e. The CfE Machine, and the impact on student engagement and learning outcomes.		SLT, Teaching Staff	Oct 24
o Ensure interdisciplinary learning contexts take greater account of our unique locality, learners' interests, and enable learners to learn skills across the curriculum.		Teaching Staff	Aug 24 – June 25

Literacy (ESIP Ref No. 2.1)			
o	Whole teaching staff to engage in East Ayrshire professional learning opportunities to support implementation of how to integrate all aspects of literacy across the week. This will encourage balance in coverage of curriculum.	QI Officer & all Teaching Staff	Oct 24 – Dec 24
o	Implementation of Darvel Writing Genre Overview across the school.	Teaching Staff	Sept 24
o	Collaborate with 'EAC Quality Improvement Officer – Literacy' to achieve shared understanding of assessment of writing through robust moderation and professional dialogue.	QI Officer & Teaching Staff	2 x 1.5 hour collegiate session
o	Access to and confidence in using a range of teacher tools e.g. Success criteria for features of text types; progression in use of connectives; progression in Tools for Writing + Boardmaker version; using description bubbles	Teaching Staff	On-going
o	Grammar & KAL – embedding SAC DUG- tools for Writing framework- ensuring progression in key skills e.g. sentence structure; a shared terminology for discussing the use of our language; an approach to teaching grammar that is flexible, responsive to pupil needs and regularly taught e.g. as the warm up in literacy lessons.	Teaching Staff	On-going
o	Collect data regularly on children's writing progress with a clear focus on improving one aspect of writing at a time.	Teaching Staff	Termly
o	Gather pupil voice throughout (qualitative feedback). Pupils will be able to talk about their progress and next steps.	Teaching Staff	Aug 24 – June 25
o	Create a Literacy jotter layout example for each stage to ensure a consistent standard across the school.	Literacy Lead	Aug 24
o	To further embed online reading resources across the school, and invest in physical books for children to experience enjoyment of reading.	Literacy Lead & Teaching Staff	Sept 24 – April 25
Numeracy (ESIP Ref No. 2.1)			
o	Engage with 'EAC Quality Improvement Officer – Numeracy' to further develop understanding of progression of skills and high quality learning and teaching through engagement with CLPL using a 'Toolkit of Pedagogical Practice' approach, with central themes driven by staff.	QI Officer & all Teaching Staff	Sept 24 – Mar 25
o	To further embed 'Active Maths' and 'Number Talks' across the school. Coaching and modelling opportunities will be created to ensure consistency of approaches.	Numeracy Lead & Teaching Staff	Termly
o	Create a Numeracy and Maths jotter layout example for each stage to ensure a consistent standard across the school.	Numeracy Lead	Aug 24

Teaching and Learning Together			
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**
Classroom Assistant Funding (37.5 hours) (ESIP Ref. No 2.2) • CA to support classroom teachers in ensuring that timely and well planned interventions are in place for learners requiring additional supports.	*Outcome:* 80% of targeted group showing increased attainment in Literacy & Numeracy. *Evidence:* Robust assessment approaches will support early intervention demonstrate appropriate supports being implemented.	CAs Class Teachers EAST Core Support Teacher	Aug 24 – Jun 25
Online Resources (ESIP Ref No. 2.7) • Continue funding subscriptions to online resources –Giglets, Heinemann Active Maths, Reading Boost.	*Outcome:* Equity of access to electronic interventions and enhancements *Evidence:* Analysis of pupil access to resources and evidence of progression	Class Teachers CAs SLT	Aug 24 – Jun 25

Evidence of Impact against outcomes for learners
• Enhanced student engagement through a relevant and student-centred curriculum – pupil surveys.
• Increased teacher collaboration and professional growth.
• Positive feedback from students, parents, and educators on curriculum relevance and effectiveness.
• On-going regular AiFL approaches to assessment and feedback to learners will be evident to establish areas of strength, gaps and next steps.
• Learners will co-construct the success criteria for different text types and demonstrate that they can achieve these criteria in their writing.
• Learners can self and peer assess their work effectively using appropriate language/terminology and can identify strengths and areas for improvement.
• Using appropriate and effective collection of data to support increased pace and challenge.
• Using appropriate and effective collection of data to identify when a learner needs support and to identify an appropriate intervention.
• Evidence of online subscriptions being utilised to support learning and teaching.
• Professional dialogue and data analysis during tracking and monitoring meetings.
	• Teaching staff will develop understanding and the skill to support and scaffold writing for children who find it difficult, and to challenge those who require this.
	• Professional dialogue around the moderation of writing – understanding National standards – <u>Exemplars of Writing</u> at each level and <u>guidance on National Standards</u>
	• Forward Planning/ Monitoring and Tracking meetings which include review/discussions of teachers' evaluations and outcomes of pupil focus groups.
	• Classroom visits/ongoing monitoring activities – <u>Key Learning & Teaching of EA Literacy (& Numeracy).</u>
	• Collegiate discussions with Literacy and Numeracy Progression Pathways and examples of pupils' work/ photographs.
	• Staff survey of confidence in delivering Reading, Writing & Numeracy.
	• Increase in attainment levels of pupils as seen in Teacher Judgement Levels:
	    o ensure TJS levels in P1 across all areas reaches 75% or above
	    o ensure TJS levels in P4 across all areas reaches 70% or above
	    o ensure TJS levels in P7 across all areas reaches 80% or above
	• Shared understanding from all stakeholders to what high quality learning and teaching is at Darvel PS, which will be evident through learning visits from SLT and peers. Summary of findings will be issued to highlight examples of high quality learning and teaching.

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Improvement Priorities

(Expressed as outcomes for learners)

- o To meet the needs of learners by enhancing and improving staff knowledge and application of child development principles.
- o To provide learners with a spectrum of support which establishes clear limits, structures and supports that foster relational enrichment and emotional regulation.
- o To develop an inclusive learning environment with staff and community members with the knowledge to support and challenge learners.
- o For all pupils (100%) to use the GMWP, with staff analysing and tracking pupil wellbeing.
- o We will collaborate with stakeholders in creating systems and initiatives which maximise pupil and community participation and engagement in the life of the school. It is our aim to see a rise in attendance and engagement across our school.

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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.

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Our Wellbeing and Belonging		
What actions are required to reach the desired outcome?	**Who**	**When**
Relationships & Behaviour (ESIP Ref No. 3.1)		
o Working with our Educational Psychologist, provide professional development sessions focused at the 'Informed Level' of EAC Relationships and Behaviour CLPL Framework. This will focus on child development stages and how these translate to classroom practice.	Ed Psych, Teaching Staff & Non-Teaching Staff	Aug 24 – June 25
o Conduct CLPL opportunities on emotional regulation, group dynamics, and the development of trust and relationships in children. There will be a focus on the human stress response, its impact on both children and adults, and how to create supportive learning environments.	Ed Psych, Teaching Staff & Non-Teaching Staff	Aug 24 – June 25
o Create and maintain systems that provide relational enrichment, such as collaborative learning environments.	Teaching Staff	On-going
o Regularly review and adjust school policies and practices to ensure they support relationally enriched educational practices within each classroom.	SLT, Ed Psych & ASN Co-ordinator	April/May 25

Inclusive Practice (ESIP Ref No. 3.2)		
o Implement the "Introduction to Autism and Inclusive Practice" Education Scotland module for all staff.	Whole School	Sept – Dec 24
o Working with our partners, develop workshops to engage volunteers and community members with an interest in autism and inclusive practices.	Parent Council, Partners & Parents	Nov 24 – May 25
o Staff will develop and apply inclusive strategies to meet the needs of autistic students.	Whole School	On-going
o Establish systems to track pupil progress in emotional wellbeing and regulation, linked to a thorough analysis of the school's Regulation Trackers & Dysregulation Analysis Tracker.	SLT & Teaching Staff	On-going
o Embed updated systems and procedures with our fully digital ASN system, linked to SC102.	ASN Co-ordinator	Aug 24 – June 25
o All teaching staff to write, review and assess Child's Plans and ILPs, linked to ASN Calendar of Commitments.	Teaching Staff	Aug 24 – June 25
o Identify pupils requiring additional challenge, and support learners to reach their own individual full potential. This may include an individual learning journey for some pupils.	Teaching Staff	On-going
Wellbeing (ESIP Ref No. 3.6)		
o Continue to embed the EAC HWB Progression Frameworks to ensure continued ambitious progress.	Teaching Staff	Aug 24 – June 25
o Analysis by Class Teachers of the Glasgow Motivational Wellbeing Profile to impact on planning, learning, teaching and assessment in addressing health and wellbeing needs of our young people.	Teaching Staff	Oct 24 & May 25
o Implement strategies to minimise financial burdens associated with school activities and requirements, ensuring equitable access to education for all students.	SLT & PTs	Aug – Nov 24

Communication Strategy, Family Engagement & Attendance (ESIP Ref No. 3.4, 3.7 & 3.8)		
o Establish an effective communication strategy that ensures clear, consistent, and inclusive communication with pupils, parents, staff, the wider community, and partners.	All Stakeholders	Jan 25
o We will conduct surveys and focus groups to identify communication needs and preferences of all stakeholder.	All Stakeholders	Aug 24 – Dec 24
o Create clear, accessible and relevant content tailored to each stakeholder group, through the creation of a Communication Strategy.	Clerical Team, SLT & PTs	On-going
o Establish regular feedback mechanisms to evaluate the effectiveness of the communication strategy and make necessary adjustments.	SLT & PTs	Jan 25 & Jun 25
o Continue to develop strategies to monitor and improve attendance across the session. This will include an audit of attendance across all classes for previous session, looking for patterns for individual/groups of learners.	Teaching Staff, Clerical & SLT	Monthly
o Staff refresher on use of Standard Circular 5-The Promotion and Management of Attendance	Teaching Staff	Aug 24
o Review predictions and attainment data from initial scrutiny against learner attendance rates. Ascertain impact and further interventions required.	SLT	Monthly
o Collaborate with partner agencies to support, implement procedures to assist in enhancing attendance.	SLT	On-going

Our Wellbeing and Belonging			
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
Zones of Regulation (ESIP Ref No. 3.1) • Pilot the use of 'Zones of Regulation' within the school in developing a simple, common language to understand, talk about and teach regulation.	• To develop a calm, regulated environment which promotes a readiness to learn. • To provide our learners with strategies to manage their emotions.	Teaching & Non-Teaching Staff	Oct 24 – June 25
Emotion Works (ESIP Ref No. 3.6) • Continue to implement, review and track Emotion Works materials and adapt them to suit our class needs. • Develop a progression framework linked to resources and strategies across the school to ensure progression.	• Enhance pupils' emotional literacy, understanding, and management skills by integrating the Emotion Works programme throughout the school. • Progressive framework established to demonstrated development in skill from P1 to P7.	Teaching Staff & Non-Teaching Staff	Aug 24 – June 25

• Consistently use Emotion Works language and strategies across the school day, with curricular links made where appropriate.			

Evidence of Impact against outcomes for learners	
• Increased staff confidence in understanding and applying child development principles. • Improved classroom management and support systems that cater to children's emotional and developmental needs. • Positive feedback from staff on the relevance and application of professional development sessions. • Observed improvements in student behaviour and emotional regulation within the classroom. • Consistent application of clear limits, structures, and supports across the school, leading to a more harmonious and supportive learning environment. • All staff complete the autism awareness training. • Increased understanding of autism among staff and community. • Effective support and inclusive practices for autistic learners. • Positive feedback from pupils, parents, staff, and community members on communication effectiveness. • Using data to track the impact of interventions will ensure that successful strategies are identified and scaled, leading to continuous improvement in pupil support and educational outcomes.	• Dysregulation trackers will show a decrease in pupils needing support out with the classroom as teachers adopt more inclusive practices. • Improved knowledge, confidence and practice across a range of health and wellbeing areas. • Increased engagement and participation from all stakeholder groups. • Clear, consistent, and timely dissemination of information across all channels. • Ongoing improvement in communication practices based on stakeholder feedback. • Measurable reduction in the average cost of school-related expenses for families. • Increased participation in cost-saving programs and initiatives. • Positive feedback from parents and carers on the affordability of school activities and requirements. • Greater equity in access to educational opportunities and resources for all students. • More able learners are identified and challenged. • Implementing a trauma-responsive, inclusive approach will reduce pupil stress and create a more supportive environment, benefiting all children, especially those who are neurodivergent.

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

| Improvement Priorities
(Expressed as outcomes for learners)

Ensure 100% completion of transition plans for all pupils moving from ECCs to Darvel Primary and from Primary 7 to Secondary 1, and conduct at least three engagement activities involving primary staff and pupils, ensuring seamless and well-supported transitions.

Ensure 100% of staff are trained in CR-IS and the 5 Rights, and achieve at least 80% engagement from learners and their families with Learning Journals, the Safer Schools App, and social media channels, thereby enhancing digital literacy, cyber resilience, and internet safety skills across the school community.

Learners will have had the opportunity to develop a range of skills to support progress towards skills for life and work.

By the end of the academic year, conduct tracking and monitoring meetings with each class teacher at least once per term, ensuring 100% of pupil progress data is collected and analysed, facilitating professional discussions, learning walks, early intervention, and targeted support to meet national standards. | 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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Our Attainment, Destinations and Achievements		
What actions are required to reach the desired outcome?	Who	When
Key Transitions (ESIP Ref No. 4.2) o Work with Education Group colleagues to further develop and improve P7:S1 transition ensuring the needs of all pupils are met in advance.	Ed Group, PT, P7 Pupils	On-going
o Embed and further develop transition from ECCs to Darvel Primary with our ECC colleagues to ensure younger children experience working with primary staff across the academic session.	ECC Staff, Early Years Staff	On-going

Digital Technologies (ESIP 4.4 & 4.5)		
o Through Digital Leaders and Clerical, further utilise the Learning Journals, Safer Schools App and social media channels as a method of communicating and sharing learning with our wider school community.	Digital Leaders, Clerical Staff & SLT	On-going
o Staff to receive training in CR-IS and the 5 Rights.	All Staff	Feb 25
o Develop cyber resilience and Internet safety skills of learners and families.	Digital Leaders	Jan/Feb 25
o P5-P7 pupils to start using the Safer Schools App to further develop their understanding of CR-IS.	Digital Leaders	Jan 25
o Provide a range of learning opportunities to support children and young people in developing their digital literacy skills.	Teaching Staff	Aug 24 – Jun 25
o Ensure consistency across the school in the use of IT and digital technologies to support learning.	Teaching Staff	Aug 24 – Jun 25
Skills for Life & Work (ESIP Ref 4.2)		
o Continue our commitment to creating a culture of reading and reading for enjoyment for learners and our community through the implementation of the *Reading Schools Framework – Silver Accreditation.*	Teaching Staff, Literacy Lead	June 25
o JRSO Leadership Group to lead the development of road safety awareness events.	JRSO Lead	On-going
o Working with local partners, identified stages will participate in Bikability Training Level 1 – 3.	JRSO Lead & Staff Trainers	On-going
Tracking, Monitoring & Assessment (ESIP Ref No. 4.2)		
o Tracking & Monitoring information completed to ensure progression of skills within national comparisons.	Teaching Staff	Termly
o To further develop regular Tracking & Monitoring meeting with each class teacher, focusing on professional discussions about each child, tracking learners' progress, data analysis, learning walks, early intervention and targeted support to effectively meet pupil needs to improve outcomes for children, including closing the attainment gap between the most and least disadvantaged learners, particularly at the First Level.	SLT & Teaching Staff	Termly
o To implement an annual assessment calendar in gathering key pieces of data for Literacy, Numeracy & Health & Wellbeing.	Teaching Staff	Aug 24 – June 25

Our Attainment, Destinations and Achievements			
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**
Boost Groups (ESIP 4.4 & 4.5) *We have identified cohorts of children not meeting the national expectation or at risk of not achieving the national expectation. We will offer these children additional support to get back on track via 'Boost Group' support.* • Boost group teacher plans collaboratively with class teacher to ensure key concepts are covered. • High quality, timely feedback is given to support and enhance learning in boost group. • Careful monitoring and tracking of learners progress to ensure good pace of learning and progress. **Digital Resources (ESIP 4.1 & 4.5)** • Purchase of additional laptops, cables, charging stations and laptop bags to support the use of Chromebooks. **Profiling (ESIP 4.1 & 4.5)** • Create a consistent approach to profiling learning and developing effective ways of sharing feedback and next steps with parents through the use of Learning Journals. Posts will link to key learning and teaching to enable us to assess progress made.	Outcome: Mostly all children are on track to achieve national expectations in Literacy & Numeracy. Evidence: Regular assessments, use of benchmarks to track progress and T&M meetings. Outcome: Equitable access to technology across the school. Evidence: Recourse management, accessibility of resources etc. Outcome: 100% of parents/carers will receive regular updates on their child's progress through this platform. Evidence: Data from Learning Journey will demonstrate interactions and submissions from CTs and parents/carers, linked to assessing progress.	Teaching Staff & ASN – Coordinator Digital Lead LJ Lead & All Teaching Staff	Sept 24 – May 25 October 24 Aug 24 – June 25

Evidence of Impact against outcomes for learners	
• Learners will have a shared understanding of importance of digital wellbeing and how be safe in a digital world. • Families will increase capacity in supporting their children to be safe online. • Identified groups of children will be supported in their learning. Targeted interventions will lead to attainment being raised for identified children. • Forward Planning/ Monitoring and Tracking meetings which include review/discussions of teachers' evaluations and outcomes of pupil focus groups. • 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. • Completion certificates for staff training in CR-IS and the 5 Rights.	• Usage statistics showing at least 80% engagement with Learning Journals, the Safer Schools App, and social media channels. • Surveys and feedback from learners and families indicating improved digital literacy and cyber resilience. • Records of three or more transition activities conducted throughout the year. • Feedback from pupils, parents, and staff on the transition process. • Improved adjustment indicators, such as attendance and participation rates, in the new settings. • Comprehensive tracking and monitoring data for all pupils. • Records of professional discussions, learning walks, and interventions implemented. • Progress reports showing targeted support has led to improvements in pupil outcomes.

Summary of Improvement Plan 2024-2025

Our Leadership	Teaching and Learning Together
- To integrate Darvel Primary School's new vision and values into our daily practice and overall ethos of the school and community. - Increase opportunities for pupils to have a voice in school activities, policies and initiatives. - Implement a Respect Me Leadership Group to develop a shared understanding of bullying. - Further develop pupil knowledge of their rights. - Enhance learner engagement and learning by developing our play pedagogy and outdoor learning spaces.	- To refresh and develop a curriculum to enhance relevance and pupil engagement. - Staff will complete profession reading and enquiry to further develop consistency in approaches within the classroom setting. - Teachers will collaboratively plan and develop programmes of study which promotes a broad coverage across the curriculum. - Collaborate with Literacy QI Officer to develop a shared understanding of assessment in writing. - Collaborate with Numeracy QI Officer to further develop understanding of progression of skills linked to numeracy and mathematics.
Our Wellbeing and Belonging	Our Attainment, Destinations and Achievements
- To meet the needs of learners by enhancing and improving staff knowledge and application of child development principles. - To provide learners with a spectrum of support which establishes clear limits, structures and supported that fosters relational enrichment and emotional regulation. - Develop an inclusive learning environment to support and challenge learners. - Develop a communication strategy with all stakeholders to maximise pupil and community participation in the life of the school. - Further develop strategies to monitor and improve attendance across the session.	- Work with our Education Group in improving transitions from P7 to S1. - Staff training on CR-IS and the 5 Rights to support the development of internet safety skills in our learners. - Learners will have the opportunity to develop a range of skills to support progress towards skills for life and work. - Further develop tracking and monitoring meetings to facilitate early intervention and targeted support to meet national expectations. - Further develop a consistent approach to profiling learning and developing ways of sharing feedback and next steps with learners and parents/carers.