



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



Communities and Education Directorate

Dalry Primary School

Improvement Plan 2022-2023



Vision, Values and Aims

* Vision

Our vision for Dalry Primary School is to create a community where everyone is inspired and motivated to reach their full potential as life-long learners and global citizens within and beyond school.

Values

- Respect
- Honesty
- Resilience
- Inclusion

Aims

- We aim to provide a safe and nurturing community where all children are supported to develop as respectful young people able to make positive choices.
- We aim to provide a broad and motivating curricular experience designed to promote challenge, enjoyment and collaboration.
- We aim to enable our children to be ambitious learners with aspiration and a passion to succeed.

NORTH AYRSHIRE COUNCIL

EDUCATION SERVICE IMPROVEMENT PLAN SUMMARY 2022-23

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead. A full version of the service improvement plan will be published on the Council website.



Strategic Plan 2022-23: Dalry Primary School

Establishment Priorities	Enrich the quality of learning experiences and raise attainment through enhanced pedagogy and identified curricular areas (Literacy and Numeracy).	Prioritise and promote the positive health and wellbeing of children & young people, through rights based learning.	Enhance skills based learning to develop the four capacities of Curriculum for Excellence leading to positive destinations.
Thematic areas	<ol style="list-style-type: none"> 1. Use recent research to enhance pedagogy. E.g. Play Pedagogy and Outdoor Learning. 2. To identify individual pupil gaps in learning to ensure that all pupils make progress in Literacy and Numeracy. 3. To ensure appropriate supports are put in place to address any gaps in learning ensuring equality and equity for all pupils. 4. For practitioners to have positively engaged with moderation professional learning and activities led by moderation leads. 	<ol style="list-style-type: none"> 1. Support the mental, physical, social and emotional wellbeing of all. 2. Maximise stakeholder involvement & engagement in school life. 	<ol style="list-style-type: none"> 1. Review and enhance transitions for all. 2. Develop skills based learning across the school.

Strategic Plan 2022-23: Dalry Primary School

Here is an overview of how we intend to use our **Pupil Equity Funding** to support improvement:

Principal Teacher to oversee, plan, implement and review targeted Literacy Support with HT/DHT

1.0 fte Class teacher to raise attainment in Literacy through targeted support.

2 Early Years Practitioners to support development of play pedagogy in P1 and improving attainment in Literacy and Numeracy

Youth Worker - To support Health and Wellbeing needs of targeted pupils.

Class teacher (2 days) to release PEF P.T. from class and to provide targeted Numeracy Interventions.

Classroom Assistant to provide targeted support in Literacy and Numeracy. Reading Coaching, 5 minute box and Numeracy intervention.

Detailed Action Plan 2022-23: Dalry Primary School

Establishment Strategic Priority: 1		Enrich the quality of learning experiences and raise attainment through enhanced pedagogy and identified curricular areas (Literacy and Numeracy).				Linked to Service Priority: 1 and 2
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>
1. Use recent research to enhance pedagogy. E.g. Play Pedagogy and Outdoor Learning.	1.2, 1.3, 2.2, 2.3.	Yes - £31,286. 38	<ul style="list-style-type: none"> Staff will be supported through planned CLPL to engage in Professional Learning to enhance pedagogy. E.g. Shirley Clarke, John Hattie – Visible Learning, Feedback. Education Scotland Play Pedagogy, Anna Ephgrave - Planning in the Moment. Creating a play pedagogy policy for P1-3 to underpin processes and practice in order to gain consistency. 2 Early Years Practitioners will be employed through PEF. One practitioner will be allocated to each P1 class. 	<p>Aug '22- June '23 <i>All staff</i></p> <p><i>Jan 23</i> P1-3 Staff and SMT.</p>	<ul style="list-style-type: none"> Pupils will benefit from enhanced teacher skills. Feedback will be more effective, allowing better dialogue around learning and next steps in turn improving attainment. Pupils will benefit from consistency of learning through play. Pupils will be able to demonstrate their knowledge, understanding, skills and capabilities through play, - adult initiated and child led. 	<ul style="list-style-type: none"> Classroom observations, progress and tracking meetings data, evidence in jotter monitoring and pupil focus groups. Pre-Post Teacher self-evaluations. Observations of pupils and staff Evidence in assessments of pupils through play based learning. P1 -3 Staff evaluation will demonstrate improved practitioner confidence in developing and creating a play based curriculum. P1 staff evaluation will demonstrate improved meaningful engagement from pupils as a result of having EYP support full time.

<p>2. To identify individual pupil gaps in learning to ensure that all pupils make progress in Literacy and Numeracy.</p>	<p>2.2,2.3,2.4</p>	<p>YES - £82,103. 97 PEF PT and CT, 1.4 FTE.</p> <p>CA - £5,052.25</p>	<ul style="list-style-type: none"> Both teacher professional judgement and assessments to be used to ascertain what pupils have retained and where they currently are in their learning. Targeted interventions to be continued to support individuals or small groups of pupils. E.g. 5 minute box, Reading coaching, Writing intervention, Numeracy intervention. PEF Principal Teacher to work with SMT to oversee PEF class teacher in identifying pupils, tracking and monitoring progress of Reading and Writing Interventions. PEF PT to provide staff with CLPL in PM Reading and Writing. To organise CLPL on effective planning, learning, teaching and assessment use of resources e.g. Active Literacy, Number Talks, 	<p>Term 1 CT/SMT</p> <p>Term 1-4 SMT, PEF PT, PEF CT, CT's and CA's.</p> <p>Term 1-4 SMT, PEF PT, PEF CT, CT's and CA's.</p> <p>Term 2, PEF PT.</p> <p>Term 1- Term 4. DHT/HT.</p>	<ul style="list-style-type: none"> Pupils will experience a more relevant, coherent and progressive curriculum that builds on their prior learning. Pupils will benefit from targeted support and interventions at the right time in their learning. Learners needs will be identified early through reliable and valid assessment data. Identified Primary 4 and 5 pupils will experience high quality targeted support in turn making progress within their Reading and Writing. All pupils will experience high quality teaching of Reading and Writing. Pupils will have improved Literacy and Numeracy skills as a result of a consistent approach to teaching is implemented across the whole school. 	<ul style="list-style-type: none"> Results from assessments and observations. Pre and Post assessment data will demonstrate an increase in attainment for selected pupils in Literacy and Numeracy. Class teacher observations of transferring of skills to class. Class based assessments, standardised assessments and pre and post assessment data. Quality assurance will demonstrate high quality targeted support, specific to each individual's needs. Progress and Tracking meeting data. Pre and post practitioner evaluations will demonstrate increased confidence in delivering high quality Reading and Writing. Classroom observations will show improved learning, teaching and assessment within the classroom.
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<p>4. For practitioners to have positively engaged with moderation professional learning and activities led by moderation leads.</p>	<p>1.2, 2.2, 2.3</p>	<p>No</p>	<p>Numeracy Framework and PLA planners.</p> <ul style="list-style-type: none"> • By September 2022 two nominated Moderation leads will be identified and given time to plan and lead moderation activities within Dalry Primary School during collegiate sessions or in-service days. • By February 2023 ML's will have led bespoke professional learning in relation to moderation, learning, teaching and assessment including High Quality Assessments. • By April/May 2023 all practitioners will have engaged in a series of moderation activities across stages and with other practitioners in the school and cluster. 	<p>Term 1- HT</p> <p>Term 1-3 – ML's</p> <p>Term 3-4 – ML's, HT,DHT.</p>	<ul style="list-style-type: none"> • Increased involvement in planning, teaching and assessment. • Improved quality of advice and feedback to learners about the quality of their work and what they can do to make it better. • Use of a variety of assessment approaches will allow learners to demonstrate their knowledge, understanding, skills, attributes and capabilities in different contexts across the curriculum. 	<ul style="list-style-type: none"> • Progress and tracking meeting data will show an increase in attainment in Literacy and Numeracy for almost all pupils. • Quality assurance of pupil work will provide evidence of attainment levels. • Pre and post practitioner evaluation will demonstrate - • Increased practitioner confidence in sharing practice and moderation. • Improved practitioner confidence in planning High Quality Assessments • Improved practitioner confidence in robust accurate teacher professional judgements. • Pupil focus groups will demonstrate better feedback being given to pupils in order to progress their learning.
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Establishment Strategic Priority: 2		Prioritise and promote the positive health and wellbeing of children & young people, through rights based learning.				Linked to Service Priority: 4 & 5
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>
1. Support the mental, physical, social and emotional wellbeing of all.	1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5.	No	<ul style="list-style-type: none"> To raise awareness of The Promise and key messages of the Morgan review through collegiate meetings and in-service days. To organise staff CLPL in de-escalation strategies, Zones of Regulation and Emotion Works. To ensure that Zone of Regulation and Emotion Works is implemented across the whole school and is regularly reviewed. To review and adapt Promoting Positive Relationships policy. 	<p>Term 1 – HT and DHT.</p> <p>Term 1 – HT and Educational Psychologist.</p> <p>Term 1-4 SMT and CT's</p> <p>Term 1 – All staff.</p>	<ul style="list-style-type: none"> Pupils needs will be met, they will feel safe and secure in their environment. Pupils will benefit from upskilled staff when dealing with challenging situations. Pupils will benefit from a clear consistent approach and will be provided with the tools to support them in regulating feelings and emotions in an appropriate manner. Pupils will have greater emotional literacy skills. Pupils will have a clear understanding of what is expected in line with the school values. 	<ul style="list-style-type: none"> Staged Intervention paperwork to indicate targets being met and barriers reduced. Pupil focus groups will report feeling more supported by all staff within the school. Pupil focus groups will report that they feel more able to deal with challenging situations and regulate their feelings more easily. Staff pre and post evaluation will demonstrate - They feel more confident in their approach to H&WB. That most pupils are applying taught strategies and skills in stressful situations. Pupil and parent/carer survey will indicate that the Promoting Positive Relationships Policy is well known and adhered to.

<p>2.Maximise stakeholder involvement & engagement in school life</p>	<p>1.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p>	<p>Yes - £26,462.48</p>	<ul style="list-style-type: none"> To further increase opportunities for pupil voice using HGIOURS. RRS committee will continue to develop initiatives to maintain Gold Award status. Youth Worker and SMT to identify individuals and groups of pupils to take part in H&WB intervention groups to build self-esteem, resilience, social skills, listening skills and co-operative play skills. To increase parental awareness of supports and services available to families as well as the interventions/group activities available within Dalry Primary School. To continue to create links with the Blair Estate - initially taking groups of identified pupils to 	<p>Term 1-4 – SMT.</p> <p>Term 1-4 – RRS Committee and CT’s</p> <p>Term 1-4 – SMT and CT’s</p> <p>Term 1-4 – Youth Worker and SMT</p> <p>Term 1-4 – Youth Worker</p>	<ul style="list-style-type: none"> Pupils will actively take part in decision making processes within the school community. Pupils will be able to make links from articles to everyday lives and will demonstrate a positive attitude to inclusivity and diversity. Pupils will benefit from enhanced support in order to build self-esteem, resilience, social skills, listening skills and co-operative play skills. Pupils will benefit from parents and carers feeling reassured, informed, supported and knowing where to seek advice from should they require it. Identified pupils will develop and enhance their social skills, team work and skills for life. 	<ul style="list-style-type: none"> Minutes from Committee meetings. Pupil self-evaluation feedback will demonstrate effectiveness of pupil voice. RRS Gold Award maintained. Rights Respecting Schools language used routinely through the school. Pre and post pupil intervention data will demonstrate an increase in how pupils view themselves and their self-esteem. Class Teacher pre and post intervention data will demonstrate that the pupils are more confident and resilient in class. Parent/Carer questionnaire will show that they feel more confident in providing support for their child. Pre and post intervention pupil questionnaire will demonstrate
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			<p>build their social skills and team work by participating in gardening and outdoor maintenance activities.</p> <ul style="list-style-type: none"> • Family Learning Team to organise Parent Wellbeing sessions for P7 Parents and Carers. • To hold showcase of Learning days – 3 across the year for Literacy, Numeracy and Health and Wellbeing. 	<p>Term 4 – FLT and DHT</p> <p>Term 1-4 – CT's and SMT</p>	<ul style="list-style-type: none"> • Pupils will benefit from partnerships that include structured opportunity for collaboration. • Pupils will benefit from family learning that is stimulating, relevant and enjoyable. • Pupils will have a sense of achievement and success. 	<p>that almost all pupils have improved social skills and have learned a new life skill.</p> <ul style="list-style-type: none"> • Post intervention practitioner evaluation will show that pupils are able to demonstrate these skills and attributes most of the time within the classroom setting. • Post session data from families will show increased involvement and enjoyment with their child's learning and school life. • Pupil focus groups will demonstrate more involvement in their learning. • Anecdotal evidence from parents and carers through informal conversation at the events.
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Establishment Strategic Priority: 3		Enhance skills based learning to develop the four capacities of Curriculum for Excellence leading to positive destinations.				Linked to Service Priority: 3
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>
1. Review and enhance transitions for all.	1.1, 1.2, 1.3, 2.6	No	<ul style="list-style-type: none"> To evaluate current transitions in place for all pupils. E.g. EYC – P1, P7 – S1 and from year to year. To improve any current systems that do not provide a benefit to pupils and act upon any action points from evaluation. 	Term 1 - SMT	<ul style="list-style-type: none"> Pupils will experience a well planned and executed transition that takes into consideration pupil's mental, social, emotional and physical needs. 	<ul style="list-style-type: none"> Practitioner evaluations from feeder schools and nurseries will identify areas for improvement and what currently works well.
2. Develop skills based learning across the school.	1.3, 2.2, 2.3, 2.7		<ul style="list-style-type: none"> To organise staff CLPL on high quality teaching of IDL – focussing on bundling E's and O's and holistic assessments. To organise a World of Work Week across the whole school – creating further links with the wider community. 	<p>TERM 3 – SMT</p> <p>Term 3 – SMT and CT's</p>	<ul style="list-style-type: none"> Pupils will benefit from staff having a creative and innovative approach to the curriculum. Pupils will benefit from transferring skills into other curricular areas. Pupils will benefit from well-planned opportunities to develop an awareness of the World of Work. Pupils will experience opportunities to develop skills for learning life and work. 	<ul style="list-style-type: none"> Progress data will show an improvement in attainment for all pupils. Planners developed by staff will show clear progression between stages/levels. Holistic assessment evidence will demonstrate pupils ability to transfer skills across the curriculum. Evaluations will demonstrate that pupils are involved in creating the World of Work Week and that they have some awareness of skills for learning life and work. Partner agency evaluation will demonstrate that the events are well organised and provide the pupils with the chance to experience the World of Work at their own level.

