



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Communities and Education Directorate

Dalry Primary School

Improvement Plan

2023-2024



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 lifelong learners and global citizens within and beyond school.



Aims:

- We aim to enable our children to be ambitious learners with aspiration and passion to succeed.
- We aim to provide a broad and motivating curricular experience designed to promote challenge, enjoyment and collaboration.
- 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.

EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2023/4 – 2025/6

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.



PRIORITY 1

Strategic Objective:

To enrich the quality of learning experiences and raise attainment through enhanced pedagogy and identified curricular areas (Literacy and Numeracy and IDL).

Highlight your KEY drivers for this improvement priority

Service Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership & management of staff (practitioners)
- 1.5 Management of resources to promote equity

HGIOSO & HGIOS ELC

Language specific to HIGIOELC is in green

- 2.1 Safeguarding & Child Protection
- 2.2 Curriculum
- 2.3 Learning, teaching & assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing equality and inclusion
- 3.2 Raising attainment & achievement (Securing children's progress)
- 3.3 Increasing creativity and employability (Developing creativity and skills for life and learning)

NIF Drivers of Improvement

1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

- 1.1 Nurturing care and support
- 1.2 1.2 Children are safe and protected
- 1.3 Play and learning
- 1.4 Family engagement
- 1.5 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 2.1 Quality of the session for care, play and learning
- 2.2 Children's experience high quality facilities

- 3.1 Quality assurance and improvement are led well
- 3.2 Leadership of play and learning
- 3.3 Leadership and management of staff and resources

- 4.1 Staff skills, knowledge and values
- 4.2 Staff recruitment
- 4.3 Staff deployment

Rationale for Change - Majority of learners make good progress in Literacy and Numeracy from their previous levels, however our attainment consistently dips in Primary 4 particularly in Reading and Writing. This has prompted us to revisit the practice and pedagogy within the school to ensure there is a consistent approach. On completion of standardised assessments the data analysis showed that comprehension was an area for development across the whole school, in particular the development of inference skills. It was also identified from self-evaluation activities with pupils they were not clear on their learning targets and how they can make progress. As a result of this we will focus on the importance of quality feedback and how this can be implemented at each stage. From our ACEL data and tracking and monitoring meetings, it is evident that Listening and Talking is an area for development. Staff consistently score 90% and above as having achieved the level or being on track to achieve the national expected level. However it is also often reported by staff that attention and listening is an area for development. From these conflicting sources of data it is clear that there needs to be development around creating a clear progression of skills in Listening and Talking and how to effectively assess this.

Due to COVID a lot of the creative curriculum was lost and staff have reported that their confidence in delivering this area has dipped. As a result we will work collegiately to develop our IDL and specifically look at planning and assessment for this.

Targeted support for Literacy and Numeracy with specific focussed interventions to raise attainment in Primary 4/5 will be directly PEF spend related with 1 FTE class teacher. 1 0.4FTE class teacher and a PT enhancement to oversee the interventions and have responsibility for data collection and impact of the interventions, supported by the DHT.

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	<p>Staff to engage with and improve knowledge and understanding of CfE benchmarks for Literacy and Numeracy, this will support in moderation, data analysis and the planning of high quality assessments.</p>	<p>Terms 1-4 HT, DHT</p>	<ul style="list-style-type: none"> • Staff will be able to confidently discuss pupils during progress and tracking meetings. • There will be robust evidence of High Quality Assessments to support professional judgements. 		
<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 and have an understanding of the World of Work. 	<p>Staff will collegiately develop IDL and the planning of this, looking specifically at the 4 contexts of learning and pupil experiences of this across the session. This will ensure learning is meaningful, shows depth, progression, challenge and breadth at each stage.</p> <p>Staff working party formed to develop creation of STEAM planners and Discovery Zone in school – Pupil Committee to also feed into this work stream.</p> <p>Staff working party formed to develop play based learning within the school – focus on environments, planning, L&T and observations. (Deirdre Grogan to support)</p> <p>Staff working party formed to develop Outdoor Learning – focus on</p>	<p>Terms 1-2 HT, DHT</p>	<ul style="list-style-type: none"> • Planning will show depth progression, support and challenge at all levels. • Pupil questionnaire to gather pupil views on their current learning and what it looks like after the developments. • Classroom observations will demonstrate learning across various environments. • Minutes from working party meetings will evidence professional discussions and progress made. • Discovery STEAM room will be set up and resourced for staff and pupils to utilise. • Observations of pupils will show a greater engagement in learning 		

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	<p>creating loose parts play area for whole school and outdoor learning progression for P1-7. Pupil Committee to also feed into this work stream.</p>		<p>and an increase in social skills.</p>		
<ul style="list-style-type: none"> Pupils will benefit from improved quality of advice and feedback about their current learning and how they can make progress in line with their learning targets. 	<p>Staff will take part in CLPL sessions about effective feedback. A clear policy will be created about expectations on feedback at each stage so pupils are aware of their targets and what they have to do to improve.</p> <p>SLT to review quality assurance procedures to make them more meaningful for all involved. E.g. jotter audits, forward plans, observations and pupil groups.</p>	<p>Terms 3-4 HT, DHT</p> <p>Term 1 HT, DHT, PT's</p>	<ul style="list-style-type: none"> Jotter audits will demonstrate purposeful written feedback and next steps. Pupils will be able to confidently discuss their learning, next steps and how they can achieve. Classroom monitoring will reflect a consistent approach being used to give feedback and make learning visible. Staff self-evaluation will show an increase in their understanding of this process and how it can impact pupil attainment and experiences within school. 		

PRIORITY 2

Strategic Objective:

To promote the Wellbeing of all children and young people through Rights based learning.

Highlight your KEY drivers for this improvement priority

Service Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership & management of staff (*practitioners*)
- 1.5 Management of resources to promote equity

HGIOSO & HGIOS ELC

Language specific to HIGIOELC is in green

- | | |
|-------------------------------------|--|
| 2.1 Safeguarding & Child Protection | 3.1 Ensuring wellbeing, equality and inclusion |
| 2.2 Curriculum | 3.2 Raising attainment & achievement
<i>(Securing children's progress)</i> |
| 2.3 Learning, teaching & assessment | 3.3 Increasing creativity and employability
<i>(Developing creativity and skills for life and learning)</i> |
| 2.4 Personalised Support | |
| 2.5 Family Learning | |
| 2.6 Transitions | |
| 2.7 Partnerships | |

NIF Drivers of Improvement

1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

- 1.1 Nurturing care and support
- 1.2 1.2 Children are safe and protected
- 1.3 Play and learning
- 1.4 Family engagement
- 1.5 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

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|--|--|--|
| 2.1 Quality of the session for care, play and learning | 3.1 Quality assurance and improvement are led well | 4.1 Staff skills, knowledge and values |
| 2.2 Children's experience high quality facilities | 3.2 Leadership of play and learning | 4.2 Staff recruitment |
| | 3.3 Leadership and management of staff and resources | 4.3 Staff deployment |

Rationale for Change

As a school we received our Gold Rights Respecting Schools Award in the session 2018-2019. Due to COVID our re-accreditation was delayed therefore we need to be re-accredited this session to maintain our Gold Award. This is the same for our Sports Scotland Award. From self-evaluation activities and observations, the standard across the school remains high in respect to these areas.

Staged Intervention process within North Ayrshire is changing, therefore we feel it is a priority for us to adapt to the new model and ensure staff feel supported in their understanding of this and their role within the process.

Health and wellbeing support in particular supporting pupils with their emotional literacy and development remains a priority for us with 65% of pupils in the school receiving either group or 1-1 support from our Youth Worker across the session. All pupils P5-7 have had health and wellbeing sessions with her and 93% of the school attended extra-curricular clubs run by our Youth Worker. This is directly related to our PEF spend with a youth worker contracted for 32 hours per week to support the Health and Wellbeing of pupils, this will extend to supporting families this

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session as this is an area we have identified through self-evaluation activities that would be important to develop. It would secure the relationship between the school and families who are facing challenges at home, allowing a consistent approach in school and at home and our families to feel supported.

PRIORITY 2: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
<p>Pupils will be able to make links from articles to everyday lives and will demonstrate a positive attitude to inclusivity and diversity.</p> <p>Pupils will benefit from enhanced support in order to build self – esteem, resilience, social skills, listening skills and co-operative play skills.</p>	<p>To be re-accredited at Gold for Rights Respecting Schools & Sports Scotland – Action plan to be evaluated and completed.</p> <p>Parent/Carer workshops for Positive relationships, Zones of Regulation and Emotion Works.</p> <p>Drop in and targeted parent/carers sessions organised across the year to support positive parenting techniques.</p>	<p>PT, DHT & Youth Worker Term 1</p> <p>HT and Youth Worker Terms 1-2</p>	<ul style="list-style-type: none"> RRS Gold maintained Sports Scotland Gold maintained Pre and post workshop questionnaire will show that parents and carers feel more knowledgeable in how to support their child with emotional regulation. PASS survey information will show an increase in pupil attitude to self and school. 		£30,000 – Youth Worker

PRIORITY 3

Strategic Objective:

To work with the school community to ensure that our Vision, Values, Aims and Curriculum Rationale are still relevant and are shaped by a clear understanding of the social economic and cultural context of our children and families.

Highlight your KEY drivers for this improvement priority

Service Priorities

6. Improvement in attainment, particularly in literacy and numeracy
7. Closing the attainment gap between the most and least disadvantaged children and young people
8. Improvement in skills & sustained, positive school-leaver destinations for all young people.
9. Improvement in children & young people's health & wellbeing
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- 2.5 Family Learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment & achievement (*Securing children's progress*)
- 3.3 Increasing creativity and employability (*Developing creativity and skills for life and learning*)

NIF Drivers of Improvement

7. School & ELC Leadership
8. Teaching & Practitioner Professionalism
9. Parent/carer involvement & engagement
10. Curriculum & Assessment
11. School & ELC Improvement
12. Performance Information

- 1.6 Nurturing care and support
- 1.7 1.2 Children are safe and protected
- 1.8 Play and learning
- 1.9 Family engagement
- 1.10 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

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- 4.2 Staff recruitment
- 4.3 Staff deployment

Rationale for Change

Our current, vision, values, aims and curriculum rationale were collaboratively created in session 2018-2019. As many of our families, staff and community have changed since then, it is important for us as a school community to ensure this evolves through ongoing debate and engagement with our stakeholders to confirm they are still relevant in our current context. This has been highlighted and discussed at recent quality assurance visits.

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PRIORITY 3: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Pupils will have a clear understanding of our Vision, Values, Aims and Curriculum Rationale and what this means for them as a learner within Dalry Primary School.	<p>Consultation with all stake holders to review the current vision, values, aims and curriculum rationale.</p> <p>SLT to ensure that all staff have a clear understanding of the social, economic and cultural context of the local community and this knowledge is used well to shape the vision for the school.</p> <p>Vision, values, aims and curriculum rationale to be shared at assemblies, newsletters and community events.</p> <p>VVA and curriculum rationale to be evident within the ethos of the school – awards, language used by all staff.</p>	HT and DHT Terms 1-4	<ul style="list-style-type: none"> Creation of updated vision, values, aims and curriculum rationale. Focus groups of pupils, staff and parents will be able to clearly discuss the refreshed vision, values, aims and curriculum rationale as well as discuss their input into the creation of these. 		

This should only be completed for aspects of your PEF spend not included within your Improvement Plan priorities.

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PEF contact - HT or DHT with responsibility for the plan:		Louise Syme – Head Teacher Nadia Buchert - Depute Head Teacher	
Carry forward:	£26,774	Total Allocation:	£95,040
		Total:	£121,814.

PEF Action Plan						
Poverty Related Gap	Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Detail of Spend	Measures of Impact	Analysis & Evaluation of Progress
Provide details of the gap or barrier you wish to address.	Specifically, what will change for our learners?	What do we plan to do to achieve this outcome?	What are our timescales? Who will lead?	Record cost & provide concise detail of what this entails.	How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data .	What does the data tell us? How well is evidence from self-evaluation analysed to improve pupil outcomes? How is the spend contributing to narrowing our attainment gap ?
De-crease in attainment in P4 & P5 particularly Reading, Writing and Numeracy.	Pupils will be supported to make progress from previous levels of learning in Literacy and Numeracy.	<p>Targeted teacher support (using current method) to be carried out a minimum of 3 times per week with a focus on Reading, Writing and Numeracy.</p> <p>Targeted support teacher to liaise with class teacher on a regular basis to update on progress and strategies that work well for pupils.</p>	Term 1-4 PEF Class teacher, PEF PT DHT to oversee.	<p>1:00 FTE Class teacher - £61,462.21</p> <p>PT enhancement - £6,647.55</p>	<ul style="list-style-type: none"> Pupils to be assessed pre and post intervention to show progress termly. 	

		<p>Targeted support teacher to report to PEF PT to update on progress and demonstrate increase in attainment through data analysis.</p> <p>PEF PT to work with classroom assistants to plan for 5 minute box and reading coaching interventions.</p>				
<p>Half the pupils in Primary 2 and 3 who are not on track for Reading and Writing are in SIMD 1 or 2.</p>	<p>Pupils will be supported to make progress from previous levels of learning in Reading and Writing.</p>	<p>Targeted teacher support to be carried out x2 sessions per week using Reading Recovery style methodology.</p>	<p>Terms 1-2 PEF Teacher and PEF PT DHT to oversee</p>	<p>0.4FTE Class teacher - £8,665.16</p>	<ul style="list-style-type: none"> • Pupils to be assessed pre and post intervention to show progress termly. 	
<p>Since the pandemic we have found an increase in children who find social and emotional regulation challenging.</p>	<p>Identified pupils will benefit from enhanced support in order to build self-esteem, resilience, social skills, listening skills and cooperative play skills.</p>	<p>Youth worker to work with SLT to identify individuals or groups of pupils to take part in current H&WB interventions.</p>	<p>Terms 1-4 Youth Worker and DHT.</p>	<p>32 hours per week – Youth Worker £30,752</p>	<ul style="list-style-type: none"> • Pre and post pupil intervention data will demonstrate an increase in how pupils view themselves and their self-esteem. • Pre and post class teacher data will demonstrate that pupils are more resilient in class and 	

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		<p>To purchase play based learning equipment for indoors and outdoors.</p> <p>To purchase equipment for school sensory room.</p>		£3,000	<p>are able to show learned strategies to support self-regulation.</p> <ul style="list-style-type: none"> • Environmental audit will show that our environments are supportive of social and emotional development as well as supporting our learners with neurodiversity. 	