



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Communities and Education Directorate

Dalry Primary School

Improvement Plan

2024-2025



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, IDL and skills for learning, life and work).

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

HGISO & HGIO 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 continue to make good progress in Literacy and Numeracy from their previous levels. Our data shows an improvement at all stages in performance from the previous year. However, our attainment still consistently dips around P4 in Reading and Writing, this was identified last session and further work needs done in this area, in regards to staff training, data analysis and ensuring consistent approaches. From our progress and achievement data gathered at tracking meetings we have also identified that this dip in attainment can now be seen emerging between P2-3 as we track this over time. This dip in attainment is averaging at 2-5% across these stages. This would indicate that there is a further need to re-visit the teaching of reading, in particular the mechanical aspects of this and a clear phonics progression. Targeted teacher support will be directed at Primary 3-4 to support in reducing this dip in attainment in Literacy ad Numeracy. This will be overseen by PT enhancement (PEF) who will gather data and monitor the impact of interventions and DHT with overall responsibility for targeted support and ASN. We have increased the pace of our phonics pathway in Primary 1 this year, which has seen a significant improvement in or overall attainment for this particular cohort.



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From our standardised assessment data, it highlighted that most pupils found it challenging to identify language features of various text types in reading, e.g. persuasive. There is a need for a wider variety of exposure to different text types in reading and pathways need to be clear and consistent from P1-7. Assessments further highlighted that grammar and punctuation was an area for development. There is the requirement for this to be aligned with discrete teaching of these areas which are then integrated into writing lessons each week. Through our quality assurance processes, it was discussed that differentiation is not always clear across the school. It is clear that development around support and challenge within the classroom setting needs to be a priority for the session.

Through self-evaluation activities and the development of our VVA and Curriculum Rationale this session, there was a positive reception to the current changes we have made to our planning and delivery of the curriculum. There has been an increase in the engagement of almost all of our disengaged pupils since the beginning of the session. This is something we need to continue to develop and ensure we are taking our local context into account when planning and promoting Outdoor Learning as part of weekly practice. To further increase meaningful engagement we need to ensure that pupil voice is an integral and visible part of planning. It has been highlighted through staff PRD process and collegiate activities that creativity is something most staff do not feel confident in, this will be addressed through the Creative Thinking CLPL pilot programme through SWEIC.

PRIORITY 1: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<p><i>Specifically, what will change for our learners?</i></p>	<p><i>How will we achieve this? What do we plan to do?</i></p>	<p><i>What are our timescales? Who will lead?</i></p>	<p><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></p>	<p><i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i></p>	<p><i>Please enter the cost to the nearest £</i></p>
<ul style="list-style-type: none"> • Pupils will benefit from enhanced teacher skills and pedagogy. (Reading and Writing) • Pupils will experience a more relevant, coherent and progressive curriculum that builds on their prior learning. 	<p>Staff will take part in well planned CLPL during collegiate times and in-service days to enhance knowledge, understanding, skills and practice. This will include:</p> <p>Reading</p> <ul style="list-style-type: none"> • Creating a clear and consistent approach to the teaching of reading (mechanical aspects) • Creation of a clear progression and understanding of resources and teaching methods to be used from P1-7 to support the development of reading skills and ensuring an exposure to a wide variety of text types. • To create a clear pathway of support for pupils who are not making 	<p>Terms 1-4 DHT & PT (PEF)</p> <p>Terms 1-4 DHT, PT (PEF)</p> <p>T 1-4</p>	<ul style="list-style-type: none"> • Classroom observations with a focus related to current CLPL. • Peer observations and professional discussions during staff meetings. • ACEL data will show an improvement in Reading and Writing. • Standardised Assessments (NSA, PTE) will show an improvement in Grammar, Punctuation as well as pupils being able to find and use information in different text types. • Staff pre and post questionnaire will demonstrate an increase in confidence in the teaching of reading and writing. • Classroom observations will demonstrate a robust 		<p>PEF PT £6,500</p>

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			<p>involvement with pupils as well as interventions and there success.</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 and have an understanding of the World of Work. 	<p><u>Skills for learning, life and work</u></p> <ul style="list-style-type: none"> • Implementation of the skills development Scotland meta-skills progression framework from P1-7. • Collegiate working time to develop planning to ensure that there are motivating contexts for learning and community expertise to support delivery of aspects of the curriculum ensuring we make use of our local context and resources • Collegiate working to ensure that there is a consistent approach to gathering and planning for “big questions” to inform planning. • Collegiate working to ensure that there 	<p>Terms 1-2 HT and PT (Natalie)</p>	<ul style="list-style-type: none"> • Planning will show depth, progression, support and challenge at all levels as well as the meta skills explicitly taught at each stage. • Most pupils will be able to confidently talk about the meta-skills and how these relate to everyday life and work. • Classroom observations will demonstrate learning across various environments. E.g. STEAM Room, Outdoors, local community. • Observations of pupils will show a greater engagement in learning and an increase in social skills. • Pupil focus groups will show an increase in pupils becoming aware that their voice informs planning within the school “Big Questions.” 		

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	<p>is a consistent approach to P1-7 Smart Starts with a focus on skills development e.g. meta-skills and social skills</p> <ul style="list-style-type: none"> • Staff CLPL – Creative Thinking resources as part of the SWEIC pilot project. • Staff CLPL for Outdoor Learning to ensure that there are regular and progressive experiences for our pupils. 	<p>Working Party – STEAM – DHT T3-4</p>	<ul style="list-style-type: none"> • Observations will demonstrate a consistent approach across the school for the Smart Start Activities. • Pre and post teacher questionnaires will demonstrate an increase in engagement, readiness to learn and an improvement in late comings/attendance. • Staff pre and post questionnaires will demonstrate an increase in confidence and creativity in their approach to planning and delivering the curriculum. • Learning observations, pupil focus groups and staff self-evaluation will demonstrate that Outdoor Learning is a regularly planned for part of our curriculum. • Pupil voice will show that pupils feel an ownership of their environment and experience a wide variety of settings and learning and teaching. 		
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	<ul style="list-style-type: none"> Staff working party formed to continue to develop play based learning within the school – focus on environments, planning, L&T and observations. 	<p>Working Party Play – HT T3-4</p>	<ul style="list-style-type: none"> The infant area environment will show a creative space where almost all pupils will be engaged in high quality learning experiences. 		
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PRIORITY 2

Strategic Objective:

To promote the Wellbeing of all children and young people through Rights based learning and a Whole School Nurture approach.

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
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4. Improvement in children & young people's health & wellbeing
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- 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

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- 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
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- 2.2 Children's experience high quality facilities

- 3.1 Quality assurance and improvement are led well
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- 4.1 Staff skills, knowledge and values
- 4.2 Staff recruitment
- 4.3 Staff deployment

Rationale for Change

Health and wellbeing support and in particular supporting pupils with their emotional literacy and development remains a priority for us, there has been a 38% de-crease in the number of pupils requiring support from our Youth Worker this session due to previous successful interventions and support that has been in place, there is a total of 27% of pupils in the school either receiving 1-1 or group support across the session.

From parental engagement surveys it is evident that there is a need for there to be further training and support with parent/carer workshops on positive relationships, setting routines, boundaries and consistent approaches is something parents and carers are always keen to find out more about. The Parenting workshops for supporting neurodiversity and behaviour which we ran earlier this session was well attended and 100% of families who attended reported that they found them very useful. They average rating for these workshops was 4.89/5.

Our PASS survey conducted at the beginning of the session shows that 80% of pupils have moderate to high satisfaction with their school experience, Primary 5 and Primary 6 scored the lowest in this across the school. These year groups will be a target group for our Area Inclusion Worker. The PASS data also highlighted that Attitudes Towards Teachers scored significantly higher than other areas, demonstrating that we do have a nurturing ethos with a positive approach towards relationships within the school. This is an area we strive to maintain.

Across the past couple of years we have had an increase in the number of pupils who are becoming dysregulated, this is for a variety of reasons. We also have a number of new staff and a refresh of or Whole School Nurture and De-escalation support is necessary to ensure we are meeting the needs of our learners as best we can.

There has also been an increase in the number of families contacting the school for support with their child, quite often to support managing behaviours. To support with this we have employed a part time Area Inclusion Worker through our PEF.

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>	
Pupils will benefit from enhanced support in order to build self – esteem, resilience, social skills, listening skills and co-operative play skills.	Parent/Carer workshops for Positive relationships and Nurture.	HT and AIW Term 2	<ul style="list-style-type: none"> Pre and post workshop questionnaire will show that parents and carers feel more knowledgeable in how to support their child with emotional regulation, routines and boundaries. Questionnaire will also show that parents and carers feel they are well supported by the school. Boxall questionnaires will show an improvement in social skills and regulation for targeted pupils. 		PEF AIW £8,800	
	Drop in and targeted parent/carer sessions organised across the year to support positive parenting techniques.	DHT and AIW Terms 2-4			PEF PT T1-4	PEF PT £6,500
	Nurture Groups to run in the afternoon 3x per week for P2-4 pupils.					

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	Area Inclusion Worker to work with P5-7 groups with a focus on Wellbeing, Inclusion and community work to build social skills, resilience and emotional Literacy in targeted pupils. Pupils will be identified through PASS data and teacher referrals.	HT and AIW – T1-4	<ul style="list-style-type: none"> Class teacher questionnaires will show an increase in preparedness for learning. Pre and post intervention questionnaires. 		
Pupils will benefit from their needs being met as best we can. They will feel safe and secure in their environment and make progress in their learning.	<p>Collegiately use the Nurturing North Ayrshire Benchmarking toolkit to create a RAG rating for areas of Whole School Nurture.</p> <p>Staff CLPL on Whole School Nurture to create a shared and consistent approach across the school from all adults.</p> <p>Staff CLPL – CALM theory training.</p> <p>Our refreshed Vision, Values and Aims to be promoted and embedded so</p>	<p>HT and PT (PEF) Term 1</p> <p>HT &PT (PEF) Term 1-2</p> <p>HT and DHT Term 1-4</p>	<ul style="list-style-type: none"> Benchmarking tool will track improvements made across the session through the RAG ratings. Staff will be able to confidently discuss what it means to be a Nurturing School. A consistent approach across the school will be visible. PASS survey information will show an increase in pupil attitude to self and school. Focus groups of pupils, staff and parents will be able to 		PEF PT £6,500

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	<p>all stakeholders have a clear understanding.</p> <p>Vision, Values and Aims to be regularly communicated through assemblies, newsletters and community events.</p>		<p>clearly discuss the refreshed vision, values, aims and curriculum rationale as well as discuss their input into the creation of these.</p>		
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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:	£302	Total Allocation:	£95,040	Total:	£95,342

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 <u>baseline data</u> .	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 <u>attainment gap</u> ?
All addressed within School Improvement Plan.						