



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Communities and Education Directorate Dykesmains Primary School

Improvement Plan 2023-2024



Vision, Values and Aims

We are proud of our relationships with children, parents, carers and families as well as our links with the local community and aim for our learners to experience a positive and caring community so that your child can reach their full potential. We value working together, positivity, confidence and resilience and hope to support your child in becoming a confident individual, responsible citizen, effective contributor and successful learner. Our Vision, Values and Aims were created collaboratively with our children, their families and staff.

Our Vision

Dykesmains Primary strive to conquer by being a welcoming and motivational school that nurtures and develops life skills. We work as a community to support pupils to learn transferable skills for life so that they can be as successful as they can be.

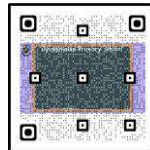
Our Aims

- To create a safe, healthy and welcoming school.
- To ensure our children feel happy and secure within our community.
- To support children and families educationally, emotionally and socially.
- To provide a wide variety of opportunities and experiences to enable us to maximise each child's potential.
- To encourage our children to be independent and take responsibility for their own learning.
- To equip our children with the knowledge and skills to make healthy choices now and in the future.

Our Values

At Dykesmains Primary, we strive for excellence and equality for all through our school values. **Friendly**, **Respectful**, **Encouraging**, **Approachable**, **Caring** and **Honest**

Click here to [View our Vision and Values video](#) made by our pupils or use this QR code.



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 raise attainment and achievement through creating a strong professional learning culture to build consistency when delivering high quality learning experiences across the school.

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

- Collegiate self-evaluation and observations of teaching and learning identified areas for improvement to ensure all learners experience appropriate pace and challenge.
- In numeracy – teacher self-evaluation showed increased confidence in using the NA numeracy framework in part as a result of PLA CPD and in class input. However it also highlighted the need for improvement in the consistency of teaching approaches in relation ensuring opportunities for regular retrieval practice, making more effective use of numeracy resources and problem solving. Data on ACEL prediction levels showed a small decrease in achievement of a level in numeracy at P4 (predicted - almost all pupils to achieve 93% actual - most pupils achieved 90%) and P7 (predicted - almost all pupils to achieve 91% actual – most pupils achieved 88%).

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

- In literacy – teacher self-evaluation evidenced a need for a review of the approach to teaching spelling from the current use of SWST. ACEL data for writing showed that although most pupils achieved writing this was less than had been predicted to achieve early level writing in P1. However in literacy overall there was an increase in pupils achieving a level from levels predicted with most pupils achieving the expected level at P1, P4 and almost all pupils achieving the expected level in P7.
CLPL to improve teacher confidence in teaching writing using PM writing resource - PEF spend of £1800 for Steven Graham writing workshops.

PRIORITY 1: 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>
Learners will be more engaged with their learning, experience high quality learning opportunities and will be supported, challenged and inspired to learn.	<p>Collegiate undertaken from learning and teaching action plan including: Peer visits Use of Lesson Evaluation Toolkit to ensure a shared understanding of what makes a great lesson.</p> <p>Teachers will take part in school led collegiate development and implement research based practices from engagement with professional reading and CLPL including Hattie - Refreshed VL Oracy - assessment Lesson Evaluation Toolkit</p>	<p>March 2024 SLT/CT</p> <p>DHT/CT's</p> <p>CT's October 2023</p> <p>DHT/CT's March 2024</p>	<p>Learning walks (peers, SLT) will identify improved quality of a lesson measured against key priorities using Lesson Evaluation Toolkit created with staff.</p> <p>Staff self-evaluation – attainment meetings, termly evaluations and professional dialogue should show improved engagement and attainment for almost all students with an increased number of pupils achieving the expected level.</p> <p>Data from GL spelling and SWST will show an improvement for almost all pupils in spelling attainment.</p>		

School/EYC Improvement Plan 2023-24

<p>Learner views will be regularly sought and will form part of self-evaluation of planned improvements in teaching and learning.</p>	<p>Writing CLPL Spelling – implement Wraparound</p> <p>SLT engage in coaching models to support effective learning and teaching across the school.</p>		<p>SLT/SM evaluations of L&T observations should reflect consistency in teaching and learning focusing on pace and challenge. This in turn will lead to improved attainment data.</p> <p>SLT engagement with pupil focus groups to evaluate lessons will evidence that the majority of pupils can evaluate lessons and evidence key improvements. Pupils will be able to talk about what makes a great lesson. Use of Pupil version of WMaGL & HGlours.</p>		<p>Writing CLPL £1800 Eduteach £1500</p>
<p>Effective use of digital technologies across the curriculum will enhance T&L and build on skill progression ensuring consistency across all stages.</p>	<p>Development of digital literacy planners to ensure progression across stages</p> <p>Digital targeted CLPL for staff. Optional digital drop in sessions for staff. PT to lead</p> <p>Integrate technology tools to create immersive and</p>	<p>PT/CT's June 24</p> <p>PT/ staff</p>	<p>Staff will show increased confidence using technology within lessons. Digital Baseline and post questionnaire & conversations data will evidence the impact of this.</p> <p>Most pupils from focus groups will be able to discuss effective use of digital technologies during a lessons.</p>		

	engaging learning experiences.		Evidence on planners and from observations on increased effective use of interactive whiteboards, collaboration for learners over GLOW. Microsoft packages, educational apps and digital resources (Marti Robot, Beebots, Spheros etc.)		
--	--------------------------------	--	---	--	--

PRIORITY 2				
<p>Strategic Objective:</p> <p>Continue to develop and embed a robust tracking system to evidence attainment over time and personal achievement of pupils. Use data to identify need and provide effective interventions to ensure continuous progress and challenge.</p>				
<p>Highlight your KEY drivers for this improvement priority</p>				
<p>Service Priorities</p> <ol style="list-style-type: none"> 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 	<p style="text-align: center;">HGIOSO & HGIOS ELC</p> <p style="text-align: center;"><i>Language specific to HIGIOELC is in green</i></p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership & management of staff (<i>practitioners</i>) 1.5 Management of resources to promote equity </td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> 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 </td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment & achievement (<i>Securing children's progress</i>) 3.3 Increasing creativity and employability (<i>Developing creativity and skills for life and learning</i>) </td> </tr> </table>	<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership & management of staff (<i>practitioners</i>) 1.5 Management of resources to promote equity 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment & achievement (<i>Securing children's progress</i>) 3.3 Increasing creativity and employability (<i>Developing creativity and skills for life and learning</i>)
<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership & management of staff (<i>practitioners</i>) 1.5 Management of resources to promote equity 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment & achievement (<i>Securing children's progress</i>) 3.3 Increasing creativity and employability (<i>Developing creativity and skills for life and learning</i>) 		
<p>NIF Drivers of Improvement</p>	<p style="text-align: center;">Care Standards - Care Inspectorate Quality Indicators</p> <p style="text-align: center;"><i>Applicable within all early years settings</i></p>			

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

1. School & ELC Leadership	1.1 Nurturing care and support	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. Teaching & Practitioner Professionalism	1.2 1.2 Children are safe and protected	2.2 Children's experience high quality facilities	3.2 Leadership of play and learning	4.2 Staff recruitment
3. Parent/carer involvement & engagement	1.3 Play and learning		3.3 Leadership and management of staff and resources	4.3 Staff deployment
4. Curriculum & Assessment	1.4 Family engagement			
5. School & ELC Improvement	1.5 Effective transitions			
6. Performance Information				

Rationale for Change

Increased use of data by teachers and the introduction of robust attainment meetings in session 2022/2023 had a positive impact on teacher judgement of learners' progress and an impact on meeting learners needs through a range of interventions. The need now is to develop further staff data literacy and embed this approach.

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>
Learner needs for support and challenge will be identified early and this will allow interventions to support or challenge to be put in place timeously.	Teachers will have access to historic and current pupil data. Teachers will use data more effectively to identify areas of improvement, measure effectiveness of teaching strategies and make informed decisions for	SLT/CT August 2023 data packs SL/CT May 2024	Tracking in attainment meetings, reflecting on interventions for learners not yet meeting expected and those requiring additional challenge. Data record format will evidence progress and achievement over time for almost all pupils.		

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

	differentiation. Assessment calendar will support this.				
Learners will know their targets and are able to reflect on their work and create next steps. Parents/carers will be able to support child's learning through real time access to learning journey.	Students reflect on their learning journey, set goals and engage in self-assessment. All Learners will use the Seesaw learning journal to track their progress, fostering a sense of ownership over their learning.	December 2023 CT's	<p>Pupil learning journals will show progress through the year with specific focus on achievement of targets in literacy, numeracy and personal achievement.</p> <p>Parent/carers will be able to access their child's journal giving increased opportunities to support their learning journey at home.</p> <p>Seesaw engagement data will show increased access from parents. Parent survey will gather views on the effectiveness/impact of increased engagement with their child's learning.</p> <p>Almost all pupils (from sample P4-7 group) will be able to discuss learning targets, achievements and goals.</p>		

PRIORITY 3

Strategic Objective: Create a shared understanding across the Ardrossan Cluster schools about what each 'level' looks like in practice in the BGE and adopt a consistent, agreed approach to this.

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
10. 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

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

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

Identified inconsistency across the Cluster on assessing achievement of a level and progression through the BGE has led to this being the focus for Moderation activities.

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

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>
Assessment of children and young people's progress will be more robust and consistent across Ardrossan Cluster schools.	Creation of Cluster progression pathways to ensure rigour in progression.	Primary and secondary class teachers by Nov '23	Baseline data: S1 at Ardrossan Academy 2023/24 starting levels for young people End point data: S1 at Ardrossan Academy 2024/25 starting levels for young people	Comparison of starting levels to assess impact of agreed pathways	
	A Cluster commitment of 3.0 hrs collegiate working time to allow staff to discuss each area of the curriculum in groups and to meet together in cross school stage groups to share work				
	Adopt a shared format across the Cluster for recording progress through levels	HTs Aug '23	Staff confidence survey pre and post change	Analysis of surveys to ascertain if streamlining has improved staff confidence	
	Development of a shared format for reporting to parents and collating transition information between stages and schools	DHTs Jan '24	Evaluation of formats by CTs	% of staff who find new formats will be of value and evaluation of qualitative comments to judge impact	

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

	We will commit 1.5hrs collegiate working to explore and finalise the formats created by DHTs				
The quality of learning and teaching will improve for learners as a result of Ardrossan Cluster collegiate initiatives	We will facilitate peer observations across primary and secondary schools	HTs June '24	HGIOUS 4 2.3 self-evaluation questionnaire for staff SLT observation data Peer feedback	Analysis of the evidence gathered throughout 2023/24 will be compared to previous evidence gathered in individual schools in session 2022/23 to ascertain impact	
	We will create a shared Cluster Moderation online resources to support sharing/collegiate working as well as valuable CLPL support to support teachers in improving their identified areas for development within QI 2.3	Duncan McMenemie Aug '23	Evaluation of resource- survey Monitoring of usage/hits	Analysis of usage data to identify if teachers engage with the resource will be considered alongside the evaluation forms	
	We will identify a shared aspect of learning to moderate assessment of a level in next session We will commit 1.5hr of cluster collegiate working to explore and agree	HTs May '24			

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

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

PEF contact - HT or DHT with responsibility for the plan:		Elizabeth Gribben			
Carry forward:	£8,718	Total Allocation:	£73,440	Total:	£82,158

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?
Breakfast Club – Equality/promoting healthy lifestyles	All pupils will be able to access a healthy breakfast.	Provide a breakfast club that all pupils have access to.	Year round EYP to lead	Breakfast Club workers (2) £6810 Replenish budget £1000	Pupil voice will show improved readiness to learn. Improvement in attendance for some pupils. Pupils with school based anxiety will benefit.	
Early Years Practitioner – early intervention and prevention	Early intervention for pupils will lead to reduction in the poverty related attainment gap	Targeted approaches in literacy and numeracy	June 2024 Reviewed termly	£33,635	Attainment data will show improvement in number of pupils achieving a level.	
Software Licences – Promoting high quality learning experiences	More engaging lessons/ better assessment tracking information Progression of skills	Effective use of software to enhance lessons and contribute	Review June 2024	£8161	Pupil voice on engagement in learning. Data on achievement of a level	

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

		to teacher judgement. Developing life skills			showing improvement in attainment	
Literacy Resources – promoting high quality learning experiences	Improvement in literacy experiences	Supporting high quality teaching	Review March 2023 SLT/PST	£20,000	Pupil voice Teacher evaluation Attainment data	
Outdoor Equipment – promoting healthy lifestyles	Improved outdoor learning experiences. More positive peer interactions	Improve outdoor space through increased resources enabling	Dec 2023 DHT	£4000	Pupil voice	