North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Communities and Education Directorate

Dykesmains Primary School

Improvement Plan

2024-2025

STRIVE TO CONQUER

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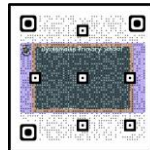
EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2023/4 – 2025/6

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	PRIORITY 2	PRIORITY 3	PRIORITY 4	PRIORITY 5
Priority Area	Improvement in attainment, particularly in literacy and numeracy	Closing the gap between the most and least disadvantaged children and young people	Improvement in skills and sustained, positive school-leaver destinations for all young people	Improvement in children and young people's health and wellbeing	Placing human rights and needs of every child and young person at the centre of education
Themes	• High quality learning, teaching and assessment • Raising attainment and achievement	• Interventions to reduce gaps • Specific focus on identified target groups, including care experienced learners • Improving data literacy skills	• Improving skills • Improving transitions • Partnerships to improve post-school learner outcomes	• Improving attendance • Supporting mental health and wellbeing • Supporting physical health and wellbeing • Supporting social and emotional wellbeing	• Supporting children's needs • Maximising learner voice and participation • Maximising parent/carer involvement and engagement

PRIORITY 1

Strategic Objective:
To review and develop the curriculum by expanding the use of educational technologies, fostering creative and critical thinking and promoting active and lifelong learning for all.

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

HGIOS○ & HGIOS ELC
Language specific to HIGIOELC is in green

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

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

Care Standards - Care Inspectorate Quality Indicators
Applicable within all early years settings

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

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

The skills and knowledge needed for future success in the workplace are changing and embedding technological proficiency, interdisciplinary learning, adaptability and resilience in our curriculum will help ensure future success for our pupils Developing creativity will increase focus, engagement and motivation for learners who are disengaged
Collegiate self-evaluation of planning across the curriculum evidenced some inconsistency, gaps and overlap of skills. This highlighted the need to create a skills progression framework to structure the development of key skills across age groups to ensure a coherent and cumulative learning experience.

PRIORITY 1: Action Plan					
Pupil Outcomes	**Implementation Plan**	**Timescales/ Responsibility**	**Measurement of Impact**	**Analysis & Evaluation of Progress**	**Cost (PEF)**
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*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.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
Learners will become progressively proficient in digital technology skills and have access to an increased range of digital resources to motivate and enhance their experience of teaching and learning across the curriculum. Learners will access a skills progression pathway and have high quality teaching and assessment of digital skills across all stages.	Digital School action plan to be reviewed, updated and submitted. Development of digital literacy progression planners will ensure skills are taught progressively and consistently across stages. Purple Mash Toolkit will support this. Teachers will plan lessons integrating technology tools to create immersive and engaging learning experiences. Investment in resources will enhance lessons and motivate learners.	PT -Digital Coordinator June 2025 PT/CT's August –June 2025 CT's Aug-June 2025 SLT Focus Groups October, February and April	Baseline and post questionnaires data will evidence improvement in skills in most staff and pupils. Planned high quality assessments will evidence progression of skills Improvement in digital skills across the school will be evaluated against the Digital Schools Award criteria and accreditation to Digital School status to be achieved by June 2025. Teacher planning will show integrated digital technologies within lessons. Learning walks will evidence skills progression across the stages Almost all focus group pupils will be able to discuss improvement in digital skills, how this impacts their engagement in lessons and identify next steps and personal targets		Digital Resources Total £5000 Including Lego Spike £2000 Purple Mash Online digital Toolkit £900 Licences Seesaw £1500

	Teachers evaluate/develop digital skills through Education Scotland Teacher Digital Skills Toolkit creating a personal action plan. Staff CLPL on data literacy alongside in house digital drop ins will address gaps and build on staff skills leading to enhanced and improved learning, teaching and assessment	SLT/PT Lead CT's Aug-June 2025	Initial evaluation of current personal skills using Ed Scot Toolkit. Evaluation of personal action plan. Evaluations of digital drop in sessions planned around identified needs/ PLA CLPL evaluations. Post questionnaire on digital literacy improvements identifying next steps		
Learners will be offered experiences that support the development of creativity skills. Learners will have opportunities to contribute to improvements in learning environments outdoors and indoors. Through the rich stimulus of outdoor learning pupils will have enhanced opportunities for creative and critical thinking and improved wellbeing.	Creativity and outdoor learning CLPL for all staff will enhance learning experiences and well-being for pupils. Staff training in Play Pedagogy PLA. Staff to develop more creative learning opportunities through effective implementation of IDL pathways Outdoor and indoor spaces developed creatively through pupil voice. Library, P4-7 open area and outdoor learning spaces created	Aug- June 2025 All staff	Improvements in learning environments – library, P4-7 open area and outdoor area visible and in use by all classes evidenced in learning walks by all staff. Pupil focus groups will evidence better engagement in learning through the use of improved learning environments. Pre and post pupil data will show increased creativity skills.		Resources to support creativity skills development Improvements in learning environments both outdoors and indoors £5000
Learners will experience reduced barriers to learning and improved wellbeing.	Self-directed learning pilot in partnership with Psychological Services exploring self-directed learning with P7 cohort.	Ed Psych/DHT/ P7 September – May 2025	Pre and post assessment data. Observations and pupil voice - Improved motivation and engagement for identified pupils who are disengaged from learning.		

PRIORITY 2

Strategic Objective:

Improve pupil health and wellbeing and close the attainment gap through whole school and targeted support systems and inclusive educational practices.

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

HGIOSⓄ & HGIOS ELC

Language specific to HIGIOELC is in green

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

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

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

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

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

Rationale for Change

Over the last 2 years, we have introduced neuroscience across classes and zones of regulation in relevant classes based on need. To build on consistency across levels, all HWB resources will be streamlined to a whole school approach which will also build on effective partnership working with supporting agencies.

PRIORITY 2: Action Plan					
Pupil Outcomes	**Implementation Plan**	**Timescales/ Responsibility**	**Measurement of Impact**	**Analysis & Evaluation of Progress**	**Cost (PEF)**
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*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.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
Improved outcomes for learners through a whole school community shared understanding of wellbeing, a focus on relationships, effective analysis of data and targeted support for identified need. Children's rights through the UNCRC are at the heart of ensuring pupil wellbeing needs are met.	Targeted pupil and family support from Barnardos to support pupils with social and emotional difficulties. Whole staff CLPL on updated LA Nurture guidance ensuring whole school nurturing ethos and approach revisited and strengthened. Consistent administration of PASS assessments CLPL to ensure data gathered is accurate. Data used effectively to support pupil wellbeing TA targeted support for wellbeing, literacy and numeracy. Staff training will support this.	DHT/ Barnardos September – June Aug-Oct 2024 HT Lead DHT lead CLPL CT's Aug-June 2025	Pre and post assessment data Pupil voice Evaluation using whole school nurturing approach resource and evaluation format. Learning walks feedback – SLT, Staff, pupils Comparison of data Sept and May will show improvement in pupil wellbeing. Data gathered and pupil voice will evidence improved self-esteem and confidence,		Barnardos worker 1 day per week £9000 ASN TA FT 27.5hrs £24,454.66 ASN TA PT 16.5hrs £14,672.80

	Develop consistency in the wellbeing curriculum focusing on zones of regulation to identify expected behaviours and tools to manage and regulate emotions in class to improve engagement.	DHT, CT and PSA.	Visual evidence in all classes. Pupils able to identify tools to support regulation. Pupil survey- HGT		

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

PEF contact - HT or DHT with responsibility for the plan:			Elizabeth Gribben		
Carry forward:	£14,189	**Total Allocation:**	£73,440	**Total:**	£87,629

					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 TA 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.		
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 to teacher judgement. Developing life skills	Review June 2024	£8161	Pupil voice on engagement in learning. Data on achievement of a level 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		

PT Enhancement	Increased leadership capacity driving forward improvements.	Strategic remit in place	June 2025	£3881.15	Data from strategic remit evidences added value on PT enhancement.	