



DALMILLING PRIMARY SCHOOL IMPROVEMENT PLAN: 2023-2024

Working to achieve excellence and equity for all learners.



Our Vision, Values and Aims

Vision

Inspire Engage and Succeed Together (June 2020)

Our Core Value

We Care (January 2021)

Aims

We aim to promote a high standard of learning experiences for pupils

We aim to match learning to individual pupils

We aim to enable pupils to reach their potential

We aim to provide a safe and caring environment

We aim to promote positive attitudes and high self-esteem

We aim to promote effective partnership with home, school and community

**South Ayrshire
Council Plan**

Spaces and PLaces
Live, Work, learn
Civic and Community Pride

**Children's Service
Plan**

Outstanding universal provision
Tackling Inequalities
Love and support for our Care Experienced young people and young carers
Good physical and mental wellbeing
Promoting Children's Rights

**Education Services
Priorities**

Equity, Wellbeing and Inclusion
Learning, Teaching and Assessment
Curriculum
Self Evaluation for Self Improvement

**National
Improvement
Framework Priorities**

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

HGIOS 4 Quality Indicators
 1.1 Self-Evaluation for Self-Improvement; 1.2 Leadership of Learning; 1.3 Leadership of Change; 2.2 Curriculum; 2.3 Learning, Teaching and Assessment; 2.4 Personalised Support; 3.2 Raising attainment & achievement

NIF Priorities:
 Improvement in attainment, particularly in Literacy and Numeracy
 Closing the attainment gap between the most and least disadvantaged children and young people
 Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Target: To raise attainment for all in literacy and close the attainment gap by improving attainment

Outcomes	Measures	Intended Impact	Actual Impact
<p>Increase % of all learners on track to achieve expected CFE level in literacy:</p> <p>% of learners on track to achieve expected level in Literacy: P1 from 68% to 70% P4 from 65% to 67% P7 from 70% to 72%</p>	<p>ACEL level cohort tracking including December and June data uplifts</p> <p>Learning conversations progress updates</p> <p>Class observation feedback on teaching of writing</p> <p>Various data and Standardised assessments across P1-P7</p> <p>Data from literacy interventions</p> <p>Attendance (lates and absences) of targeted learners</p> <p>Staff and Pupils Surveys</p>	<p>Increase number of targeted learners achieving CFE levels in literacy at P1, P4, P7</p> <p>Identified attainment gap will decrease by 2% against local authority data</p> <p>All staff are involved in cluster moderation of learning, teaching and assessment</p> <p>All staff will have had the opportunity to engage with South Ayrshire Reads Universal programme as well as a bespoke Programme therefore will have improved knowledge of best practice in reading. (See Appendix 1)</p> <p>All staff will have engaged with Education Scotland Adaptive Learning and Teaching Pilot and had the opportunity to develop and share practise.</p> <p>All parents will have had the opportunity to</p>	

		<p>engage with South Ayrshire Reads Programme and therefore will have improved knowledge and understanding of how their child learns to read.</p> <p>Highlight the importance of accurate representation in literature</p> <p>To ensure staff understanding on impact of pedagogical practices on raising attainment including - MTV, differentiation, outdoor learning and play based learning.</p> <p>Increased engagement from a wider group of pupils.</p> <p>Engage staff across cluster in pedagogical practitioner enquiry leading to small tests of change and improved experiences for pupils.</p> <p>All pupils are supported in the preparation for transitioning into secondary school through Ayr Academy transition programme resulting in a greater number of secondary pupils maintaining a positive placement.</p>	
<p>Lead Persons: Jodie Thomson, Lisa McTaggart</p>			
<p>Timescales: By June 2024 (Including mid-year review)</p>			
<p>Budget: PEF - School Assistants, EYP in P1 and P2</p>			

HGIOS 4 Quality Indicators:			
1.1 Self Evaluation for Self-Improvement; 1.2 Leadership of Learning; 1.3 Leadership of Change; 2.2 Curriculum; 2.3 Learning, Teaching and Assessment; 2.4 Personalised Support; 3.2 Raising Attainment & Achievement			
NIF Priorities:			
Improvement in attainment, particularly in Literacy and Numeracy. Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in employability skills and sustained, positive school-leaver destinations for all young people.			
Target: To raise attainment for all in numeracy and close the attainment gap by improving attainment			
Outcomes	Measures	Intended Impact	Actual Impact
<p>Increase % of all learners on track to achieve expected CFE level in numeracy</p> <p>% of learners on track to achieve expected level:</p> <p>P1 from 86% to 88%</p> <p>P4 from 66% to 70%</p> <p>P7 from 69% to 72%</p>	<p>ACEL level cohort tracking including December and June data uplifts</p> <p>Learning conversations progress updates</p> <p>Class observation feedback on teaching of numeracy</p> <p>Various data and Standardised assessments across P1-P7 (GL, Number Sense, Early Level Assessments, Hodder, Headstart, Arithmetic, Problem Solving and Reasoning)</p> <p>Pre and Post Positive Mathematical Mindset questionnaires</p>	<p>Increase number of targeted learners achieving CFE levels in numeracy P1, P4, P7</p> <p>Identified attainment gap will decrease</p> <p>All staff are involved in cluster moderation of learning, teaching and assessment</p> <p>All staff will have engaged with Education Scotland Adaptive Learning and Teaching Pilot and had the opportunity to develop and share practise.</p> <p>All staff are involved in professional learning opportunities developing skills</p>	

	<p>Data from numeracy-based interventions (5 Minute box, Catch-up Numeracy, Number Sense, Mathseeds, CPA)</p>	<p>in numeracy pedagogy which will improve pupil engagement and pupil understanding of mathematical concepts</p> <p>Almost all staff deliver mathematics and numeracy lessons using 'Building Thinking Classrooms' pedagogy which will improve pupil engagement and pupil understanding of mathematical concepts</p> <p>Almost all children will score as having a growth mindset using data from post Positive Mathematical questionnaires</p> <p>To ensure staff understanding on impact of pedagogical practices on raising attainment including - MTV, differentiation, outdoor learning and play based learning.</p> <p>All pupils are supported in the preparation for transitioning into secondary school through Ayr Academy transition programme resulting in an increased number of pupils settling and maintaining a positive secondary placement</p>	
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Lead Persons: Kay Shields, Lisa McTaggart
Timescales: By June 2024 (Including mid-year review)
Budget: PEF - School Assistants, EYP in P1

HGIOS 4 Quality Indicators:
 1.1 Self Evaluation for Self-Improvement; 1.2 Leadership of Learning; 1.3 Leadership of Change; 2.2 Curriculum; 2.3 Learning, Teaching and Assessment; 2.4 Personalised Support; 3.2 Raising Attainment & Achievement

NIF Priorities:
 Closing the attainment gap between the most and least disadvantaged children and young people; Improvement in children and young people's health and wellbeing; Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

To develop Children's Rights Agenda across the cluster
To reach next level of Rights Respecting School Accreditation
Continue to improve children and young people's HWB

Outcomes	Measures	Intended Impact	Actual Impact
Children's Rights Agenda developed across the cluster	Staff learning conversations progress updates	Cluster project - OUTRight - Speak out on Children's Rights - Children, pupils and staff will be inspired to speak out for change through cluster campaign	
Working towards Rights Respecting Schools Gold Award Accreditation achieved by the end of 2024/2025 session	Class observation feedback on pupil voice Wellbeing indicators (through wellbeing webs)	Empower pupil voice through improved relationships within cluster RRS groups (pupil and staff)	
All stakeholders have an awareness of UNCRC Bill - Incorporation (Scotland) Bill	Attendance (lates and absences) of targeted learners Staff and Pupils Surveys	Empowered and inspire children to think about and share their views	
Children empowered and inspired to think about and share their views.		All staff are involved in cluster moderation through context of children's rights and social justice	

<p>To increase the percentage of children at P1, P4 and P7 achieving expected CfE levels in HWB by 2%.</p> <p>Average school attendance is currently 87%; increase to 89%</p> <p>Enhance nurture provision across the school and develop nurture approaches for all.</p> <p>Support inclusion of all learners within school.</p> <p>Provide environments that are supportive and inclusive.</p> <p>Continue to improve children and young people's HWB</p> <p>Strengthen schools approaches to 3.1 and 2.4 to impact positively on pupils HWB, attainment and achievement</p>		<p>Cluster project - Students and staff will be encouraged and challenged to read books outside of their social norm, broadening their understanding and engagement with social justice issues. Highlight the importance of accurate representation in literature</p> <p>All children (P1/P4/P7) produce evidence to demonstrate progressive skills development (planned assessment evidence)</p> <p>Increase number of children reporting wellbeing indicators as 10 - 90% across all indicators.</p> <p>Use information and data - attendance increased by 2%.</p> <p>All pupils are supported in the preparation for transitioning into secondary school through Ayr Academy transition programme</p>	
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Lead Persons: Linda Cameron, Kay Shields
Timescales: June 2024 (and mid-year review)
Budget: PEF - School Assistants, Welfare Officer, EYP in P1