



# DALMILLING PRIMARY SCHOOL IMPROVEMENT PLAN: 2024-2025

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 learners on track to achieve expected CFE level in literacy:</p> <p>P1 - at least 72%</p> <p>P4 - at least 63 %</p> <p>P7 - at least 63%</p>	<ul style="list-style-type: none"> <li>• ACEL level cohort tracking including December and June data uplifts.</li> <li>• Learning conversations progress updates</li> <li>• Class observation feedback on teaching of writing</li> <li>• Various data and Standardised assessments across P1-P7</li> <li>• Data from literacy interventions</li> <li>• Attendance (lates and absences) of targeted learners</li> <li>• Staff and Pupils Surveys</li> <li>• 100% of children will have online access to library</li> <li>• Library at the centre of pupils learning - data from pupil and teacher surveys</li> <li>• Audits from Speech and Language, environment friendly accreditation.</li> </ul>	<p>Increase number of targeted learners achieving CFE levels in literacy at P1, P4, P7 and therefore evidence of closing the gap in literacy.</p> <p>All staff are involved in planned cluster moderation activity.</p> <p>Improved frequency of writing activity throughout the school using a range of approaches.</p> <p>All staff will engage with South Ayrshire Reads (Year 2) therefore will have improved knowledge of best practice in reading. (See Appendix 1)</p> <p>Improved engagement in reading for pleasure and have evidence of improved reading culture and work towards Reading Schools accreditation.</p> <p>Create a communication friendly environment consistently throughout the school.</p> <p>Encourage pupil leadership groups</p> <p>All staff will have engaged Adaptive Learning and Teaching (year 2) involving self-evaluation and professional reading. Learning will be accessible for all and adaptations will be evident.</p>	

		<p>To ensure staff understanding on impact of pedagogical practices on raising attainment including - Science of Reading, adaptive learning and teaching, outdoor learning and play based learning.</p> <p>Increased engagement from a wider group of pupils and parents within the context of literacy.</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. Positive partnerships in place to ensure smooth transitions to other schools/ from EYCs. South Ayrshire transition policy used effectively to ensure enhanced transition is in place for those who require this.</p>	
<p><b>Lead Persons:</b> Jodie Thomson, Lauren Campbell, Debbie Riddicks, Lisa McTaggart</p>			
<p><b>Timescales:</b> By June 2025 (Including mid-year review)</p>			
<p><b>Budget:</b> PEF - School Assistants, EYP in P1 and P2</p>			

<p><b>HGIOS 4 Quality Indicators:</b>  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 &amp; Achievement</p>
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**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 learners on track to achieve expected CFE level in numeracy</p> <p>P1 at least 87%</p> <p>P4 at least 68%</p> <p>P7 at least 71%</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, NSAs, Number Sense, Early Level Assessments, Hodder, Headstart, Number Talks)</p> <p>Pre and Post Positive Mathematical Mindset questionnaires.</p> <p>Data from numeracy-based interventions (5 Minute box, Catch-up Numeracy, Number Sense, Mathseeds, CPA).</p>	<p>Increase number of targeted learners achieving expected CFE levels in numeracy P1, P4, P7.</p> <p>Further develop and enhance the pedagogical knowledge and professional skills</p> <p>Evidence of closing the attainment gap in numeracy.</p> <p>All staff are involved in cluster moderation of learning, teaching and assessment within the context of numeracy.</p> <p>All staff are involved in professional learning opportunities developing skills 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</p>	

		<p>Positive Mathematical questionnaires.</p> <p>To ensure staff understanding on impact of pedagogical practices on raising attainment including adaptive learning and teaching, outdoor learning and play based learning.</p> <p>All pupils are supported in 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. Positive partnerships in place to ensure smooth transitions to other schools/ from EYCs. South Ayrshire transition policy used effectively to ensure enhanced transition is in place for those who require this.</p>	
<p><b>Lead Persons:</b> Kay Shields, Lisa McTaggart</p>			
<p><b>Timescales:</b> By June 2025 (Including mid-year review)</p>			
<p><b>Budget:</b> PEF - School Assistants, EYP in P1</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:**

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****To continue to improve children and young people's HWB**

<b>Outcomes</b>	<b>Measures</b>	<b>Intended Impact</b>	<b>Actual Impact</b>
Children's Rights Agenda developed across the cluster.	Staff learning conversations progress updates	Cluster project -	
Working towards Rights Respecting Schools Gold Award Accreditation achieved in 2024/2025 session.	Class observation feedback on pupil voice.	OUTRight Campaign - to develop pupil knowledge of children's rights, raise awareness of different mechanisms for using their voice and making change and empowering pupils on how to use their voice to initiate change.	
All stakeholders have an awareness and understanding of UNCRC Bill - Incorporation (Scotland) Bill	Participation in pupil groups across the school.	Empowered and inspire children to think about and share their views resulting in positive changes and improvements in the school and community.	
Pupils are empowered and inspired to think about and share their views.	Wellbeing indicators (through wellbeing webs).	Staff within school will develop an awareness and understanding of The Promise and all that is included within the national guidance and local authority initiatives, this will be enhanced by completing The Promise Education Award by June 2025.	
Average school attendance is currently 89% increase to 91%	Attendance (lates and absences) of targeted learners.	Develop the health and wellbeing curriculum through use of Treetops resourc	
Enhance fidelity model of nurture provision across the school.	Staff and Pupils Surveys Mid and year end.		
Support inclusion of all learners	Termly boxalls for children attending nurture.		



<p>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 in QI 3.1 and 2.4 to impact positively on pupils HWB, attainment and achievement.</p>		<p>All staff will support learners with experience of care to provide improved wellbeing and in turn work towards improved educational outcomes.</p> <p>A communication friendly environment will be consistent throughout the school, enabling all children to access the curriculum and succeed in learning together.</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>Promoting positive attendance through whole school initiatives.</p> <p>All pupils are supported in the preparation for transitioning into secondary school through Ayr Academy universal and enhanced transition programme. Positive partnerships in place to ensure smooth transitions to other schools/ from EYCs. South Ayrshire transition policy used effectively to ensure enhanced transition is in place for those who require this.</p>	
<p><b>Lead Persons:</b> Kay Shields</p>			
<p><b>Timescales:</b> June 2024 (and mid-year review)</p>			
<p><b>Budget:</b> PEF - School Assistants, Welfare Officer, EYP in P1</p>			

