[](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fblogs.glowscotland.org.uk%2Fsa%2Fdoonfootprimary%2F&psig=AOvVaw3_H8CswwXHPlTkxbgjFBVC&ust=1628260464023000&source=images&cd=vfe&ved=0CAcQjRxqFwoTCMinr4aNmvICFQAAAAAdAAAAABAE)

**Doonfoot Primary School and Early Years Centre**

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| **IMPROVEMENT PLAN: 2023-2024** |



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Articles 1, 2, 3, 12, 18, 23, 25, 28, 29, 30, 31

Our vision and ambition in South Ayrshire Educational Services is to achieve excellence and equity. We have the highest expectations for all learners so that they achieve their potential regardless of their circumstances. We want to achieve this in a context where we act with integrity in a climate of mutual trust and respect and have the highest ambition for every learner. It is our ambition to close the attainment gap while constantly stretching and challenging children and young people who are attaining at the highest levels to achieve more. Closing the gap while challenging every learner will guide and define the work of the educational services.

[](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fblogs.glowscotland.org.uk%2Fsa%2Fdoonfootprimary%2F&psig=AOvVaw3_H8CswwXHPlTkxbgjFBVC&ust=1628260464023000&source=images&cd=vfe&ved=0CAcQjRxqFwoTCMinr4aNmvICFQAAAAAdAAAAABAE)

**Doonfoot Primary and Early Years Centre Vision, Values and Aims**

At Doonfoot Primary School we are proud to provide an inclusive, nurturing and stimulating learning environment where our pupils feel valued and inspired to achieve their full potential.

Our unique and stimulating environment provides all learners with the lifelong skills to meet the challenges of the future. Our vision, “*Education without walls”* demonstrates there are no barriers to our pupils’ learning and the unique setting of our school, beside the beach, Greenan Castle, the River Doon and local parks, allows our pupils to experience a range of outdoor learning opportunities right on our doorstep.

**Values**

Following consultations with our school community, we continue to embed our school values. We are proud to be part of the Doonfoot community and we expect all within our community to uphold our values at all times:

1. **RESPECT**
2. **HONESTY**
3. **KINDNESS**
4. **INCLUDED**
5. **RESILIENCE**

**How evidence for our School Improvement Plan was gathered**

* + Self-evaluation through quality indicators within HGIOS4 and HGIOELCC
  + Annual monitoring calendar
  + Observations of learning and teaching and pupil voice/committees
  + School Peer Review/Improvement
  + Moderation built into planning and assessment processes
  + Monitoring of jotters
  + Attainment meetings to track pupil progress and attainment
  + Setting of appropriate targets with identified pupils on staged intervention
  + Review of school policies as appropriate
  + CLPL programmes and feedback
  + Professional review and development/ Professional Update
  + Child, parent, staff and stakeholder surveys
  + Summative and formative assessments
  + Engagement and professional dialogue between staff during meetings
  + Monitoring Pupil Equity Funding, by evaluating progress of interventions
  + Team Around the Child reviews for pupils
  + Evaluation of School Improvement Plan and PEF Action Plan

**National Improvement Framework- Drivers**

**Educational Services Plan and National Improvement Framework Priorities**

**Children’s Services Plan**

**South Ayrshire Council Plan**

**Educational Services Plan and National Improvement Framework Priorities**

**National Improvement Framework- Drivers**

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| **MAINTENANCE AGENDA 2023/2024** | | | | |
| LEARNING AND TEACHING | CFE / RAISING ATTAINMENT | ASSESSMENT AND ACHIEVEMENT | SELF-EVALUATION | CLUSTER |
| * AifL strategies * ASN – challenge and support * MTV * Play based learning (P1) * Dyslexia and inclusive practice | * 1+2 languages * Literacy and numeracy interventions * Use of data for tracking pupil attainment and interventions. * Talkboost | * Staged Intervention- setting, evaluating and recording targets * Peer/self-assessment * Assessment and Moderation * Eco Schools Award * RRS Gold | * HGIOS4, HGIOELCC and Wee HIGIOS * Continued review of school policy and procedures * Sharing good practice and moderation events | * Transition programmes * Moderation Activities |

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| **Priority: 1 Raising Attainment in Literacy.**  **HGIOS 4 / HGIOELC Q.Is** 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2 / **SAC** P1,2/ **CSP** 1,2 / **ESP** 2, 3, 4 / **NI**F 1, 2 | | | | |
| **What Outcomes Do We Want To Achieve?** | **How Will We Achieve This?**  **(Intervention Strategies)** | **Lead Person** | **Start and Finish Dates** | **How Will We Measure Impact On Children and Young People?**  **(Include Where Possible Current Measure and Target)** |
| **LISTENING AND TALKING**  To improve attainment levels in **listening and talking**, while closing the attainment gap between our most deprived and least deprived pupils. | EYC staff to attend drop in support sessions for ‘I CAN Talkboost.’  ‘Talkboost’ tracker to be completed at the beginning and end of the intervention for each pupil.  Deliver ‘Talk Boost’ Programme within EYC for identified pre and ante-pre-school children.  EYC staff to be trained in Hanen more than words programme to support language development and family working.  Visuals to be created for staff lanyards across school and EYC. | Megan Hamilton | Aug 2023- June 2024 | * There will be a 5% increase in pupils achieving the appropriate listening and talking CFE levels. * At least 85% of children in the EYC will achieve a minimum of 8 out of 10 of their communication and language developmental milestones. * Each pupil’s listening and talking baseline will show an increase in skills achieved. * Talkboost tracker will show an improvement from the baseline after the 10-week intervention. |
| **READING**  To develop confident and skilled readers in South Ayrshire with a lifelong love of reading and the confidence to access all aspects of education, culture and society  To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry  To improve attainment levels in reading, while closing the attainment gap between our most deprived and least deprived pupils. | Identify Reading Leads for the school.  All clusters will have an identified South Ayrshire Reads link person to direct enquiries/requests to.  Education staff, parents, children and young people will be introduced to the strategic vision of (SAR)the South Ayrshire Reads initiative.  South Ayrshire Reads Video link to be shared with all school staff and pupils.  Staff will have had the opportunity to attend an online South Ayrshire Reads Engagement session.  School assistants will have had the opportunity to attend in-person Supporting Children with Reading training.  Primary education staff will have engaged in initial science of reading training (Sept Twilight) and follow-up training (TBC). | Diane Buchanan  Abby Anderson  Rhagan Kerr | April 2024  Feb 2023  Sept 2023 | * The **values, vision and aims** of South Ayrshire Reads is consistent and clear to all stakeholders. * There will be a 5% increase in the number of children achieving the appropriate CFE level in reading. * Almost all children will achieve a GL reading result above the 90% confidence band. * The number of children achieving the appropriate SNSA band for reading will increase by 5% at P1, P4 and P7. |
| **WRITING**  To improve attainment levels in writing, while closing the attainment gap between our most deprived and least deprived pupils. | EYC and P1 staff will deliver a progressive writing programme:   * Helicopter stories * Poetry basket * Block Play and drawing * Talk for Writing   Talk for Writing lead to attend any further training which is made available within the Local Authority.  Initiate a Talk for Writing Working Party with representation from all levels in the school and the Communication Support Base Classes.  Contribute to, and access resources from the Talk for Writing TEAMS group.  Survey Talk for Writing trained staff and provide ‘top up’ CLPL Twilights.  Deliver input on the assessment process for Talk for Writing, including the gathering of deep data for a third of the class per term.  Continue gathering baseline data on learner attitudes to writing and the value-added at the end of a term of Talk for Writing input, with a particular focus on Early and First Levels.  Advise on the delivery and assessment of one fiction and one non-fiction unit in each stage, per term. A whole school overview of units for each stage is available which ensures appropriate challenge and progression across the school.  Allocate and resource one poetry unit for each stage in the school, including poetry Spine Novels.  Continue adding to the bank of available resources for delivering Talk for Writing at all levels on the Staff Shared Area.  Project lead to model and team-teach units with new and Communication Support Base staff where appropriate.  Create a Communication Support Base Talk for Writing pathway and seek guidance from other ASN schools that Sue Cove may be aware of.  Moderate the value-added between Cold and Hot Task assessments, ensuring data is documented for at least one term, per stage.  Create and pilot appropriate assessments using criteria from the focus and genre progression toolkits.  Plan and deliver Talk for Writing pedagogy workshops for parents/carers.  Purchase Reading Spine novels for all stages in the school with reference to gender balance and diversity, as well as newly added poetry texts.  Gather impact data from parents/carers and staff.  Carry out in-house stage and level moderation of Talk for Writing Cold and Hot Task assessments.  Initiate a Talk for Writing Cluster Working Party with a view to moderating Talk for Writing assessments across schools. | Clair Gebbie  Jenn McEwan | Aug 2023-June 2024  Aug 2023-June 2024 | * The number of children achieving the appropriate band for writing scores in SNSA will increase by 5%. * There will be significant value-added when comparing Cold and Hot Tasks, with learners achieving in both focus toolkit areas and genre characteristics. * There will be a 5% increase in the number of children achieving the appropriate CfE level in writing. * 90% of core pupils will make the expected progress in their GL English scores. * Staff confidence in assessing CfE levels in writing will increase through Local Authority and Cluster Talk for Writing moderation activities. * Parents will have an increased awareness of the benefits and process of the Talk for Writing programme and will be able to support pupils with home learning. |

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| **Priority: 2 Raising Attainment in Numeracy**  **HGIOS 4 / HGIOELC Q.Is** 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2 / **SAC**P 1,2/ **CSP** 1,2 / **ESP** 2, 3, 4 / **NI**F 1, 2 | | | | |
| **What Outcomes Do We Want To Achieve?** | **How Will We Achieve This?**  **(Intervention Strategies)** | **Lead Person** | **Start and Finish Dates** | **How Will We Measure Impact On Children and Young People?**  **(Include Where Possible Current Measure and Target)** |
| To improve **numeracy** attainment and achievement for all pupils while closing the attainment gap between our most deprived and least deprived pupils.  To promote a positive maths mindset for all pupils by reducing maths anxiety.  To improve pupils’ understanding of number (Improved number sense). | GL numeracy assessments to be carried out for P2-P7.  Staff to be trained in using the assessment information to identify gaps in learning and to put support in place whilst effectively challenging the more able pupils. | Des Hughes | August 2023- June 2024 | * A consistent approach to teaching numeracy and maths will be evident across the school. Formal observations and class visits will confirm this. * Maths attainment will increase by 5% across CFE levels. * Almost all children in P2-P7 will achieve a standardised GL maths score of 90 or above. * GL maths scores will show added value for 90% of pupils from their baseline score. * SNSA results for P1, P4 and P7 will show that almost all children have achieved the appropriate banding. * At least 85% of children in the EYC will achieve a minimum of 8 out of 10 of their numeracy and maths developmental milestones. * Most (75-90%) pupils will report reduced maths anxiety in their end of session survey. * Parents will have a better understanding of play-based pedagogy and ways to support their child. Parental surveys will confirm this. * Play-based learning audit will show improvement from the baseline. |
| Staff training in concrete, pictorial and abstract approaches to continue for new staff and as a refresher for other staff. | Gillian Rodger |  |
| Learning, teaching and assessment policy to be evaluated to reflect any changes to pedagogy and delivery of numeracy input. | Fraser Baird | August 2023- September 2023 |
| High Quality Play-based learning approach to be implemented within the EYC and P1 classes.  Ongoing training in the pedagogy and implementation of play-based learning for new staff. P1 staff to attend Authority Training. Support from local authority leads.  P1 staff and PT to attend Kim Scott Play Pedagogy (9 sessions).  Play audit tool to be used as a baseline for class organisation.  Share Play-based Learning pedagogy with parents through workshops and play and stay sessions. | Clair Gebbie | August 2023-2024 |

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| **Priority: 3 Wellbeing, Equity and Inclusion for all**  **HGIOS 4 / HGIOELC Q.Is** 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3  **SAC** P1, 3,6/ **CSP** 1,2, 3, 4, 5 / **ESP** 2, 3, 5 / **NI**F 1, 2, 3 | | | | |
| **What Outcomes Do We Want To Achieve?** | **How Will We Achieve This?**  **(Intervention Strategies)** | **Lead Person** | **Start and Finish Dates** | **How Will We Measure Impact On Children and Young People?**  **(Include Where Possible Current Measure and Target)** |
| To increase consistency and range of adaptive teaching approaches in order to meet learners needs  To increase staff confidence in adaptive learning and teaching  To reduce barriers to learning while improving attainment.  To improve pupil confidence and pupil choice in learning, | Take part in Adaptive Teaching Pilot with Education Scotland.  Staff to participate in professional reading and reflection activities around the Adaptive Teacher Article.  All staff to engage in professional learning activities and reflection following implementation in class. | Rebecca Jamieson/  Kirsten Auld | Aug 2023- June 2024 | * Professional learning will have increased all teaching staff’s understanding of the benefits of adapting planning, teaching and assessment to meet the needs of their learners from the May 2023 baseline. * Professional learning will have enhanced all teaching staff’s confidence of how to adapt planning, teaching and assessment to meet the needs of their learners from the May 2023 baseline. * Observations of teaching practice and planning will evidence an increase in the use of adaptive teaching strategies to meet learner’s needs from previous observation records. * Feedback from the sample group of learners will indicate some improvements in the learning experience when discussing their previous responses in June 2023. |
| To embed a whole school approach to nurture which encompasses the school vision and values.  To develop staff knowledge and skills in relation to supporting children’s social and emotional wellbeing.  To improve attainment and achievement in **health and wellbeing** for all pupils while closing the wellbeing gap between our most deprived and least deprived pupils.  To improve attendance and reduce late coming. | Continue to embed the school vision and values with pupils, parents and staff.  Implement the new whole school positive relationship policy based on Restorative Practice. Training to be delivered to all staff. Policy to be shared with parents.  Share the curriculum rationale with the school community. | Sarah Flint | Aug 2023-June 2024 | * A whole school nurturing ethos will be evident throughout the school and EYC. * All stakeholders will be aware of the vision and values and will demonstrate these at all times. * Positive relationships will improve across the school through restorative practice. Data from parental, staff and pupil surveys will evidence this. * Children who have received specific interventions will show: * an improvement on the key strands of their boxall profile (nurture). * wellbeing indicator scores will increase above 7 in targeted areas following appropriate interventions. * Soft data as result of nurture or draw and talk sessions will show improvement. * GL PASS assessments will show an improvement in the targeted area following HWB interventions. * Attendance and late coming will improve for targeted pupils participating in Sleep Scotland Counselling or the walking bus initiative. * 85% of EYC pupils will achieve 8 out of 10 developmental milestones for health and wellbeing. * School will achieve the Say it Out Loud! Charter. |
| All staff to revisit nurture principles through training. Nurture trained staff to work with identified pupils. | Des Hughes | Aug 2023- December 2023 |
| GL PASS assessment baseline to be carried out for all pupils. Support groups to be identified and matched to appropriate intervention. Wellbeing webs to be carried out three times a year. GL PASS assessments to be carried out to monitor impact of targeted supports. | Clair Gebbie | Aug 2023- June 2024 |
| Member of staff to be trained in Adult Seasons for Growth. Seasons for Growth to be delivered to groups of pupils and staff as required.  Sleep Scotland trained member of staff to be used for targeted families. Waking bus to be set up.  Promote positive approaches to staff wellbeing (eg. Appreci-cake). Wellbeing Champion to provide staff drop in sessions throughout the course of the year and targeted input at staff meetings.  Primary 6 wellbeing committee to be formed. Share Zones of Regulation resources across the school.  Paths Programme to be implemented within the EYC.  Collate best practice from across the school which demonstrates achievement of the criteria for achieving the Say It Out Loud! Charter mark.  \*See PEF action Plan for further wellbeing- interventions | Jack Pullan/ Clair Gebbie | Aug 2023- June 2024 |

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| **Priority: 4 All pupils will have access to high quality learning experiences with regards to Learning for Sustainability where they will explore the concepts of sustainable development, global citizenship and outdoor learning.**  **HGIOS 4 / HGIOELC Q.Is** 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3  **SAC** P1, 3,6/ **CSP** 1,2, 3, 4, 5 / **ESP** 2, 3, 5 / **NI**F 1, 2, 3 | | | | |
| **What Outcomes Do We Want To Achieve?** | **How Will We Achieve This?**  **(Intervention Strategies)** | **Lead Person** | **Start and Finish Dates** | **How Will We Measure Impact On Children and Young People?**  **(Include Where Possible Current Measure and Target)** |
| To build resilience, develop social skills and improve skills for lifelong learning, whilst improving the fitness  and well-being of all pupils. | Teachers to make use of SAC outdoor learning lesson plans available via Glow from the start of next session.  Identified staff member will complete the Paddlesports Instructors course as well as the Foundation Safety & Rescue Training. Staff member will become a full member of the Scottish Canoe Association.  Water safety lessons to be delivered by the RLNI.  P5-7 classes will experience canoeing sessions on the water with P5 completing the Paddle Start award.  Daily Mile, Bikeability, swimming and play on pedals to be delivered at appropriate stages.  Working party to produce lesson plans for outdoor learning at Early, First and Second level linked to school topics and the local area for use across the school.  Working party to trial use of pupil outdoor learning self-assessment toolkit.  Residential visits to Dolphin House for P7 pupils.  EYC pupils and parents to take part in Forest Kindergarten sessions to develop risk assessments for play.  EYC pupils to further develop links with the residents of the local care home through sessions at the allotment. | Fraser Baird  Kirsty McCallum | Aug 2023-June 2024 | * Pupil’s outdoor learning assessments will show an improvement in the 8 key aspects over the course of the year. * Staff will become upskilled in the delivery of outdoor learning and/or paddle sports and will achieve accreditation. * Pupils will develop their canoeing skills and demonstrate resilience. (P5 pupils will gain Paddle Start award). * Almost all pupils will successfully complete swimming sessions and Bikeability training level 1 and 2. * Dolphin House assessments will show that the experience has positively impacted on pupils’ wellbeing, behaviour and readiness to learn. |

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| **Priority: 5 Increased opportunities for developing skills for lifelong learning and work (STEM).**  **HGIOS 4 / HGIOELC Q.Is** 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3  **SAC** P1, 3,6/ **CSP** 1,2, 3, 4, 5 / **ESP** 2, 3, 5 / **NI**F 1, 2, 3 | | | | |
| **What Outcomes Do We Want To Achieve?** | **How Will We Achieve This?**  **(Intervention Strategies)** | **Lead Person** | **Start and Finish Dates** | **How Will We Measure Impact On Children and Young People?**  **(Include Where Possible Current Measure and Target)** |
| Pupils will experience wider curriculum opportunities in Science and non-digital technologies, leading to improved attainment.  Increased engagement with STEM-based competitions, clubs and accreditation awards.  Development of rolling STEM-based IDLs with a focus on local industry and events/opportunities. | Science lead to be released from class to deliver high quality Sciences and STEM experiences to all P5-7 pupils.  The progressive topic overview of Sciences and non-digital Technologies across P1- P7 to be expanded upon and appropriately resourced.  A rolling programme of Sciences and non-digital Technologies topics to be developed and resourced for the Communication Base Classes.  Sciences and STEM libraries for staff and learners to be expanded.  Young STEM Leader Awards to be delivered (started in P5, completed in P6) – mini outreach lessons will be delivered through this award all other stages in the school, including the Communication Base Classes.  Continuation and expansion of Laboratory Technicians Group for P5 to 7 learners on a voluntary basis.  P6 Classes to take part in in-house K’NEX Challenge with Belmont Academy link.  Participation in Primary Engineer ‘If I were an Engineer in Scotland…’ competition by all stages, including the Communication Support Base classes.  Participation in Education Scotland’s STEM Nation Award Programme.  Run Early, First and Second Level STEM Clubs, one level per term with support from Laboratory Technician Group.  Design and resource three focus areas with local links which can be delivered as an IDL throughout the Second Level, with taster sessions in the same year within Early and First Levels using the David Clark Prize funds (agriculture, construction/engineering and textiles).  Design and deliver the agriculture focus to P5 to 7 classes with a link to Dairy Chain and including a visit to a working farm (replacement for last year’s forensic scientist) with taster sessions for Early and First Level mainstream and Communication Support Base learners.  Deliver Flight focus sessions to P6 classes with support from the Prestwick Branch of Aeronautical Engineers Society in response to the International Ayr Show – Festival of Flight which takes place in September 2023.  Audit, refresh and resource new topic boxes, developing a booking out system.  Create topic box and resource cupboard contents QR codes.  Complete inclusive organisational signage for the Staff and Learner Sciences and STEM Libraries. | Jenn McEwan | Aug 2023- June 2024 | * All P5-7 and upper Communication Support Base pupils will have the opportunity to experience high quality Sciences and non-digital STEM lessons. * 85% of children will achieve the appropriate CfE level for Sciences. * The gaps in experiences and outcomes for each level due to the pandemic will continue to be addressed through the new whole school topic overview. * Children in P6 will achieve their Young STEM Leader Award. * Completion of Education Scotland’s STEM Evaluation Framework pre and post-delivery of outcomes. * 100% of all learners will have participated in a STEM-based club, competition, award or event by the end of the academic year. |
| To upskill pupils in the use of digital technology to improve attainment and prepare pupils for the world of work.  To educate and support pupils, parents and staff to safely navigate the digital world. | To replace Seesaw with Learning Journals to continue to build on the positive home and school communication.  To regularly update school website, Twitter page and contact local press to highlight events.  Staff self-evaluation of digital technology to be completed.  Identify areas of strength and areas for development.  Provide opportunities/workshops to build digital capacity and create digital upskilling of staff.  Contact South Ayrshire lead to support new projects in the school.  Digital Leaders to promote online safety to pupils and parents.  Upskill staff to use the new South Ayrshire Attainment tracker. | Des Hughes | Aug 2023- June 2024 | * Improved communication between home and school will be evident. * A profile of children’s learning which shows progression across literacy and numeracy will be evident. * Pupils and parents will have a greater awareness of how to stay safe online. * Pupil attainment data will be available to all staff to enable them to make informed decision around CFE levels. * The attainment tracker will demonstrate attainment over time and record previous interventions to allow stronger forward planning of support. |

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| **Pupil Council** | | | | |
| To promote pupil voice and learning through sharing the school improvement plan with the school community. | HT to share school improvement plan with Pupil Council.  Pupil Council to create a child friendly/ digital version.  Pupil Council to share the plan with the Parent Council.  Create a wall display to evidence impact. | Pupil Council | Aug – June 2024 | * All pupils will be aware of our school improvement priorities. * Pupils will lead learning and will evidence the impact of school improvement. |

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| **PEF Funding** | | | | |
| The school has received £31,850 of Pupil Equity Funding this session. This will be used to continue to fund the management time for the Acting Principal Teacher. Her role is to oversee the PEF plan including overseeing the delivery of a range of Literacy, Numeracy and HWB interventions and their impact. We have also employed an additional school assistant (25 hours) to support the delivery of targeted literacy, numeracy and HWB interventions. A further 5 hours will support a walking bus to improve pupil attendance and reduce late coming. | Interventions include:   * Nurture * Draw and Talk * 5 min box (Literacy and numeracy) * Nessy/ReadingWise decoding * Toe by Toe/ Word Wasp * Sleep Scotland Counselling * Resources for dealing with anxiety * Hub and Sensory bus * Walking bus | Clair Gebbie | Aug 2023- June 2024 | Full details on how these interventions will be implemented and measured can be found within our PEF action plan. |