



Doonfoot Primary School and Early Years Centre



IMPROVEMENT PLAN: 2024-2025



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.

Doonfoot Primary and Early Years Centre Vision and Values

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, HGIOELCC and HGIOURS
- Annual monitoring calendar
- Observations of learning and teaching and pupil voice
- Pupil Committees
- School Peer Review/Improvement visits
- Moderation built into planning and assessment processes
- Monitoring of jotters
- Pupil Progress meetings to track pupil attainment and interventions for support and challenge
- Setting of appropriate targets with identified pupils on staged intervention
- Review of school policies
- 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 with The Family Meetings for pupils
- Evaluation of School Improvement Plan and PEF Action Plan

South Ayrshire Council Plan

- Spaces and Places
- Live, Work, Learn
- Civic and Community Pride

Children's Services Plan

- **The Promise:** Our commitment to Keeping the Promise
- **Family:** Promoting whole family wellbeing
- **Included:** Early help for children with diagnosed or undiagnosed additional support needs
- **Healthy:** Improving physical and mental health for children and young people
- **Voice:** Involving children and young people in local decision making
- **People:** Collaborative learning and reflection opportunities for the workforce

Education Services Priorities

- Engaged and Included
- Outstanding learning, teaching and assessment
- Developing our curriculum
- Self Improving Service

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 and young people
- Improvement in employability skills and sustained positive school leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

MAINTENANCE AGENDA 2024/2025

LEARNING AND TEACHING	CFE / RAISING ATTAINMENT	ASSESSMENT AND ACHIEVEMENT	SELF-EVALUATION	CLUSTER
<ul style="list-style-type: none"> • AifL strategies • ASN - challenge and support • MTV • Play based learning (P1 and 2) • Dyslexia and inclusive practice • Adaptive Teaching • Numeracy-continue with CPA approaches and Number Talks • Upper Science 	<ul style="list-style-type: none"> • 1+2 languages • Literacy, numeracy and health and wellbeing interventions • Use of data for tracking pupil attainment and interventions. • Talk for Writing 	<ul style="list-style-type: none"> • Staged Intervention-setting, evaluating and recording targets • Peer/self-assessment • Assessment and Moderation • Eco Schools Award • RRS Gold Award • Dyslexia and Inclusive Practice Award • Tracking wider achievements 	<ul style="list-style-type: none"> • HGIOS4, HGIOELCC and HGIOURS • Continued review of learning teaching and assessment policy • Sharing good practice and further moderation events 	<ul style="list-style-type: none"> • Transition programmes • Moderation Activities • Adaptive Teaching

Priority: 1 Raising attainment in literacy and numeracy through meeting the needs of all learners (Adaptive Teaching).

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 / NIF 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)
<p>Reading</p> <p>To encourage reading for enjoyment.</p> <p>To improve attainment levels in reading through a consistent approach to the teaching of reading skills.</p>	<p>Reading for Enjoyment and understanding</p> <ul style="list-style-type: none"> • Introduce Accelerated Reader for P5-7, to encourage reading for enjoyment and improved comprehension. This will build on the strong P1-4 reading foundations. • Books to be banded to ensure pupils are selecting texts at the appropriate level. • Parental involvement to support setting up resources. • Staff to be trained in using Accelerated Reader and how to analyse results of assessments. • Use assessments such as star reader to assess comprehension. • Parent/Carer workshop at Curriculum Evening. 	<p>Abby Wright/ Paula Greig</p>	<p>Aug 2024- June 2025</p>	<ul style="list-style-type: none"> • STAR assessments will show that almost all pupils have improved their reading age from the baseline assessment. • Children entitled to PEF funding will improve their reading age by at least 5 additional months in a 4-5 month period. • The number of children achieving the appropriate band in reading scores in NSAs will increase by 5% in P1, P4 and P7. • Almost all children in P6 will achieve a standardised GL reading score of 90 or above. • Reading motivation questionnaire/survey will show an improvement in scores from baseline. • Reading attainment will increase by a further 3% from last session for P1,4 and 7 combined.
	<p>Active Literacy</p> <ul style="list-style-type: none"> • EYC staff to attend and implement phonological awareness training. 	<p>EYC Megan Hamilton</p>	<p>Aug 2024- June 2025</p>	<ul style="list-style-type: none"> • A consistent approach to teaching reading will be evident through classroom observations. • The number of children achieving the appropriate band in reading

	<ul style="list-style-type: none"> • Ensure a consistent approach to teaching North Lanarkshire Active Literacy across P1-7 • Lead to attend CLPL training • Lead to provide training to new staff, those at a new stage or those who require a refresher. • Staff to follow North Lanarkshire reading planners and use appropriate assessments (see LT & A policy) • Parent/Carer workshop at Curriculum Evening. 	<p>P1-4 Diane Buchanan Paula Greig</p> <p>P5-7 Abby Wright</p>		<p>scores in NSAs will increase by 5% in P1, P4 and P7.</p> <ul style="list-style-type: none"> • Almost all children in P6 will achieve a standardised GL reading score of 90 or above. • Reading motivation questionnaire/survey will show an improvement in scores from baseline. • Reading attainment will increase by a further 3% from last session for P1,4 and 7 combined.
	<p>Giglets</p> <ul style="list-style-type: none"> • Staff member to research and implement the use of Giglets for communication base pupils. 	<p>Jena Thomson</p>	<p>Aug 2024- June 2025</p>	<ul style="list-style-type: none"> • Increased motivation to access reading materials by children in the communication base will be evident. • An increase in engagement with books will be demonstrated by an increase in the Leuven scale for individual pupils.
	<p>South Ayrshire Communication Friendly Environments Project</p> <ul style="list-style-type: none"> • Staff to link with speech and language team. • Lead to join communication champion meetings. • Gather baseline evidence of what is currently being used in the school, EYC and base. • Create resources and deliver CLPL for staff. • Makaton training to take place and sign of the week to be 	<p>Audrey Gray</p> <p>EYC Jade Robertson</p>	<p>Aug 2024-June 2025</p>	<ul style="list-style-type: none"> • School and EYC will achieve communication friendly accreditation. • Over 85% of children in the EYC and communication base will achieve their communication and language, developmental milestones.

<p>Literacy and Numeracy</p>	<p>shared with pupils and parents across EYC, communication base and school.</p> <ul style="list-style-type: none"> • Gather evidence to start accreditation process. • Parent/Carer workshop at Curriculum Evening. 			
<p>To improve attainment levels in literacy and numeracy by meeting the needs of all pupils using adaptive teaching methodology.</p>	<p>Adaptive Teaching- Moving on from the pilot.</p> <ul style="list-style-type: none"> • Share PowerPoint of the current school journey with all staff at Inservice Day and plan next steps. • Agree Doonfoot Non-negotiables for: <ul style="list-style-type: none"> ➢ Learning environment ➢ Adaptive spaces ➢ Sensory support ➢ Access to resources ➢ Structures and routines • Continue to build on the work of the Adaptive Teaching Project, to ensure appropriate challenge for the highly able learners, based on their suggestions from HGIOURS in both literacy and numeracy. • Pupil focus groups to be consulted, to ensure they feel appropriately challenged. • Scaffold supports to be visible on walls, shared with children and observed during classroom monitoring. 	<p>Rebecca Jamieson</p>	<p>August 2024- June 2025</p>	<ul style="list-style-type: none"> • Almost all classroom observations will show the Doonfoot Non-negotiables for Adaptive Teaching are evident in the room. Pupil voice will reflect this. • Scaffolding supports will be available in all classes and will support children to learn. • The percentage of children achieving above national expectations will increase by 2%. • Pupil focus group surveys will show that almost all pupils feel appropriately challenged and consulted in their learning. • Literacy and numeracy attainment will increase by 3% for P1,4 and 7 combined. • Parental survey will show parents understand the benefits of Adaptive Teaching on meeting the needs of all learners. • Wee HGIOS for Pace and Challenge will demonstrate improvements from baseline to follow up survey with targeted pupils. • Pupils will be able to talk confidently about their targets

	<ul style="list-style-type: none"> Monitoring paperwork to reflect Adaptive Teaching and Doonfoot Non-negotiables. 'Choose to improve' jotters will be implemented in all classes as suggested by pupils to ensure work towards targets is evidenced. Parent/Carer workshop at Curriculum Evening. 			<p>and how they work to achieve them.</p>
<p>Writing</p> <p>To improve attainment levels in writing through improved pedagogy.</p> <p>To implement a streamlined and consistent approach to teaching the skills of writing.</p>	<p>Active Literacy/ Talk for Writing</p> <ul style="list-style-type: none"> Ensure a consistent approach to teaching North Lanarkshire Active Literacy across P1-7. Leads to attend official CLPL training. Leads to provide training to new staff, those at a new stage or those who require a refresher. Working party to streamline an approach to combining the teaching of Talk for Writing and North Lanarkshire Active Literacy. Visit to schools who are delivering both effectively. Share local authority Talk for Writing planning, progression and assessment with all staff at Inservice. Parent/Carer workshop at Curriculum Evening. 	<p>P1-4 Paula Greig</p> <p>P5-7 Abby Wright</p>	<p>Aug 2024-June 2025</p>	<ul style="list-style-type: none"> A consistent approach to teaching writing will be evident from planning, observations, jotter monitoring, floor books and through Learning, teaching and assessment policy. Writing attainment will increase by a further 5% (7% increase over the past two years). Talk for Writing assessments will show added value from cold task to hot write. Staff will moderate across stages and levels. Room monitoring and observations will show an increase in the number of opportunities for pupils to mark make across the EYC. There will be an increase in the number of children achieving their mark making developmental milestones. There will be evidence of mark making opportunities on area planners.
		<p>Jenn Cowan (T4W)</p>	<p>Aug 2024-June 2025</p>	

	<ul style="list-style-type: none"> • Writing moderation to take place across stages, levels and the cluster. 			<ul style="list-style-type: none"> • Quantitative data from footfall in mark making areas will increase. • Further assessment and moderation activities with schools in the cluster will strengthen teacher professional judgement against the benchmarks, ensuring shared standards in attainment.
	<p>Learning, Teaching and Assessment Policy-Writing Expectations</p> <ul style="list-style-type: none"> • Implement new Writing Policy from Learning, Teaching and Assessment Policy: <ul style="list-style-type: none"> ➤ Mark Making (EYC)- Further opportunities for mark making opportunities across the playroom. ➤ Provocations linked to planning and children's interests. ➤ Fine motor skill activities to be set up. ➤ Age and stage appropriate resources to be available. • Progressive writing plan: <ul style="list-style-type: none"> ➤ Helicopter stories (EYC, P1, P2) ➤ Poetry Basket (EYC, P1, P2) ➤ Big Writing (P3-7) ➤ Talk for Writing (P1-7) ➤ Daily Writing (EYC-P7) 	<p>EYC Jade Lumsden/ Rachel Gordon</p> <p>Diane Buchanan</p>	<p>Aug 2024-June 2025</p>	

Priority: 2 All pupils will have access to high quality outdoor learning experiences, which support progression through the metaskills framework.

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 / NIF 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)
<p>Outdoor Learning</p> <p>Children will experience high quality outdoor learning opportunities through improved pedagogy and enhanced outdoor learning areas.</p> <p>Children will be encouraged to respect, improve and maintain their outdoor environments.</p> <p>Meta skills</p> <p>Children will develop skills for lifelong learning and work by progressing through the meta skills framework.</p>	<p>Improved Outdoor Areas</p> <ul style="list-style-type: none"> Improve communication base playgrounds, sensory garden, EYC garden and surrounding playgrounds. (School Vision-Education without Walls). Parent Council to support the purchase of a polytunnel. South Ayrshire Council to enhance EYC grounds. 	<p>Base Tricia Hagan Azlan Morrison</p> <p>School Jenn Cowan</p> <p>EYC Lisa McVittie</p>	<p>Aug 2024-June 2025</p>	<ul style="list-style-type: none"> Pupil/parent/staff surveys will demonstrate the impact of outdoor learning on pupils progressing through the meta skills pathway. Pupil engagement in outdoor learning will increase and will be tracked through outdoor learning planners.
	<p>Outdoor Learning, Science and STEM</p> <ul style="list-style-type: none"> Meta skills to be taught explicitly through assemblies and class activities. Incorporate the meta skills into outdoor learning, planning and assessments. Track pupil progress against each of the meta skills. Develop a programme of outdoor science lessons focused on 	<p>Jenn Cowan</p>	<p>Aug 2024-June 2025</p>	<ul style="list-style-type: none"> Outdoor learning assessments will track pupil progress against each of the 12 meta skills. Pupil/parent/staff surveys will demonstrate the impact of outdoor learning on pupil wellbeing and skills for lifelong learning.

	<p>establishing baseline data on the biodiversity in our school grounds, linking stages where possible.</p> <ul style="list-style-type: none"> • Respond to the baseline data by creating an action plan to increase the biodiversity of plants and pollinators found in our school grounds. • Set up a useable polytunnel and start a planting cycle of native fruit, vegetables, and flowers. • Upskill learners in the planting, maintaining and harvesting from the polytunnel. • Carry out an enterprise focus using items harvested from the polytunnel. • Parent/Carer workshop at Curriculum Evening. 			
	<p>Forest Kindergarten</p> <ul style="list-style-type: none"> • EYC pupils and parents to take part in Forest Kindergarten sessions and develop risk assessments for outdoor play. • EYC to link with P1 for a 4 week block of outdoor learning as part of transition. Parents and carers to join the sessions. • Evidence to be shared through Learning Journals, TEAMS and joint EYC/P1 floor book. 	<p>EYC Lisa McVittie</p> <p>Diane Buchanan</p>	<p>Aug 2024-June 2025</p>	<ul style="list-style-type: none"> • Children will develop an awareness of appropriate risks through play. • Learning Journals, TEAMS and floor book will evidence pupil voice and engagement in outdoor learning. • Parental participation will be evidenced.

Priority: 3 Enhancing learning across the school through the use of digital technology, whilst promoting cyber resilience and Internet safety.

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 / NIF 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)
<p>Home/School Communication</p> <p>To improve home/school communication by sharing pupils' learning.</p>	<p>Consistent Communication</p> <ul style="list-style-type: none"> • EYC and Communication Base will continue to build on the positive home/school communication from the past session through Learning Journals. • Staff will ensure pupil progress is tracked against ASN and/or developmental milestones and CFE levels for EYC and base, • Lead to model profiles to staff/share best practice. • Online pupil profile of work to be evident. • The school will move over to Microsoft TEAMS to evidence class based and outdoor learning. 	<p>Base Tricia Hagan</p> <p>School Des Hughes</p>		<ul style="list-style-type: none"> • Improved communication between home and school will be evident through increased engagement on Learning Journals and TEAMS. • Almost all parents will be accessing Learning Journals and/or TEAMS. • A profile of children's learning which shows progression across literacy and numeracy will be evident in Learning Journals. • Pupils' wider achievements will be celebrated on X (Twitter). • Class wider achievement trackers will ensure all pupils are experiencing opportunities. • School website will be current and accessible for parents. • Parent/Carer survey will show an increase in the number of parents 'strongly/agreeing' that communication is positive across the EYC, school and communication base.

	<ul style="list-style-type: none"> • Pupil homework and termly curriculum flyers to be posted on TEAMS. • Regularly update school website, X (Twitter) page and contact local press to highlight events. • Weekly Bulletin to be agreed by SLT and timings for communication to go out to parents to be agreed. 			
<p>Digital Literacy of pupils, parents/carers, and staff</p> <p>Pupils, parents and staff will develop their confidence in the use of digital technology. This will lead to improvements in attainment and will prepare pupils for the world of work.</p>	<ul style="list-style-type: none"> • Staff self-evaluation of digital technology to be completed at the start of session to gauge staff confidence and skill levels. • Digital Lead to identify areas of strength and areas for development. Action plan to be created. • Provide opportunities/workshops to build digital capacity and create digital upskilling of staff. • Lead to map toolkit to use for planning experiences to the pathways to ensure clear progression across the school (Starting with infants). • Implement computing science for learners 	<p>Liz Cairns EYC Taylor Wallace</p>	<p>Aug 2024- June 2025</p>	<ul style="list-style-type: none"> • Pre and post staff questionnaires will demonstrate an improvement in staff confidence and delivery of digital lessons. • Clear progression in digital skills will be evident from the pathways. • Pupils will develop their skills through participation in the Lego league. • Pupils will have more access to digital technology which will enhance their learning.

	<p>(coding, scratch, microbits and robotics)- P5-7</p> <ul style="list-style-type: none"> Children to participate in First Lego League (Final May 2025) 			
<p>Cyber Resilience and Internet Safety Pupils, parents and staff will be taught how to safely navigate the digital world.</p>	<ul style="list-style-type: none"> Staff to use cyber toolkit across stages. Teacher resources to be sign posted for each level. Linking cyber safety to Literacy, Numeracy and HWB Pupil Digital Leaders to promote online safety to pupils and parents. Parent/Carer workshop at Curriculum Evening. 	Liz Cairns	Aug 2024- June 2025	<ul style="list-style-type: none"> Pupils, parents and staff will have a greater awareness of how to stay safe online. Parental surveys will show improvement from the baseline. School will achieve the Digital Wellbeing Award for cyber resilience and internet safety by year 2.
<p>Digital Wellbeing Resources Digital wellbeing resources will be used to identify where targeted support is required and to improve pupil well-being.</p>	<ul style="list-style-type: none"> All staff to be provided with access to Treehouse Resource. Resources to be allocated to stages and to supplement current resources. Resource to be used at assemblies and as a follow up in classes. HWB lead to use resources for targeted pupils if appropriate. (See digital wellbeing award) GL PASS assessments to be administered and 	Des Hughes Jenn Cowan	Aug 2024- June 2025	<ul style="list-style-type: none"> GL PASS assessments will show improvement in target areas. Wellbeing webs will show an increase in scores from baseline following interventions or supports. Parent/carers feedback from surveys will confirm the benefits of targeted health and wellbeing supports.

	targeted supports put in place.			
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Local Authority Priority- The Promise				
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 ensure all children grow up loved, safe and respected as part of Scotland's Promise.	<ul style="list-style-type: none"> Staff to complete local authority training sessions (PowerPoints and videos) Staff will complete the 'Keeping The Promise' Quiz to demonstrate their understanding and commitment to care experienced pupils. 	Des Hughes	August 2024- June 2025	<ul style="list-style-type: none"> Children and staff will demonstrate their commitment to keeping 'The Promise' for all care experienced children within the school. School will achieve 'The Promise Award' in recognition of their work.

Pupil Voice				
Pupil Council Pupil voice heavily influences our school improvement planning. The Pupil Council will share our school improvement plan in a parent/child friendly version.	<ul style="list-style-type: none"> 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 the impact of School Improvement Plan. 	Pupil Council	Aug 2024- June 2025	<ul style="list-style-type: none"> All children will be aware of our school improvement priorities. Pupils will lead learning and will share the impact of school improvements with the school community. Pupils will self-evaluate progress using HGIOURS.

<p>P7 Ambassadors</p> <p>P7 Ambassadors will lead areas of school improvement based on pupil interests and suggestions.</p>	<ul style="list-style-type: none"> • Ambassadors to apply for role in the school. • Ambassadors to carry out pupil surveys 	<p>P7 Ambassadors</p>		<ul style="list-style-type: none"> • Pupil ambassadors will evidence their impact on the 'You said...We did...' board. • Pupil consultation will show that pupils feel their views are valued.
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<p>PEF Funding</p>				
<p>The school continues to receive £31,850 of Pupil Equity Funding this session. This will be used to fund an additional half day per week of the pupil support teacher. Her role will be to oversee the PEF plan and to monitor the delivery of a range of Literacy, Numeracy and HWB interventions and their impact on attainment. She will track attendance and late coming and the impact of the walking bus. We have also allocated additional school assistant hours (27.5 hours) to support the delivery of targeted literacy, numeracy and HWB interventions. 2.5 hours of school assistant time will be used to support the walking bus to improve pupil attendance and reduce late coming.</p>	<p>Interventions include:</p> <ul style="list-style-type: none"> • Nurture • Draw and Talk • 5 min box (Literacy and numeracy) • Nesy spelling • ReadingWise/Reading Wise decoding • Toe by Toe/ Word Wasp • Resources for dealing with anxiety and anger • Access to the Hub and Sensory Room • Life skills- Baking, crafts • Attendance and Late coming-Walking bus 	<p>Kirsten Auld</p>	<p>Aug 2024- June 2025</p>	<p>Full details on how these interventions will be implemented and measured can be found within our PEF action plan.</p>