



# DUNDONALD PRIMARY SCHOOL AND EARLY YEARS CENTRE

## SCHOOL IMPROVEMENT PLAN

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SESSION 2024-25



### 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

# DUNDONALD PRIMARY AND EARLY YEARS CENTRE

## Dundonald Primary and Early Years Centre Improvement Plan 2024-25

In line with guidance from the '*National Improvement Framework 2024*' the key priorities for Dundonald Primary School and Early Years' Centre for session 2024-25 are:

- **Raising attainment and improving skills in literacy and numeracy**
  - High quality learning experiences in literacy and numeracy will be prioritised across all four contexts for learning;
- **Closing the attainment gap between the most and least disadvantaged children**
  - High quality learning, teaching and assessment
  - Applying the principle of equity, additional support will be provided where it is most needed in order to maximise engagement with learning and continue the work to close the poverty related attainment gap;
- **Improvement in children and young people's health and wellbeing and placing the human rights and needs of every child at the centre of education**
  - Physical, mental and emotional wellbeing of children and young people will be prioritised - this will include embedding the PATHS Programme and introducing the Treehouse resources to support and promote the development of emotional awareness, self-control and interpersonal problem-solving skills;
  - Nurture principles and Children's Rights will underpin our curriculum;
  - Benefits of play and outdoor learning will be factored into learning plans - including opportunities for learners to be physically active, to enjoy learning about their natural environment, and to relax;
- **Improvement in skills for learning, life and work**

The focus of our plan is improving Literacy, Numeracy and Health and Wellbeing outcomes for all learners in our school; high quality learning and teaching underpins our commitment to continual improvement in these areas. Increased collaboration and collegiality, sustained partnership working and leadership of learning at all levels will further support improvement in learning and teaching in Literacy, Numeracy and Health and Wellbeing.



## Our Vision, Values and Aims

### Vision

At Dundonald Primary and Early Years Centre we want **everyone** to feel **nurtured** (Article 9), **included** (Article 23) and **involved** in all aspects of early years and school life. **Everyone** has the right to engage in **high-quality learning**, to **achieve success** (Article 29) and to experience **positive relationships** (Article 4 and 5).

We aspire to be a school of excellence where the children are at the heart of all that we do.

### Values

**Friendship, Respect, Honesty, Perseverance, Optimism and Inclusion** are the 6 core values that permeate throughout Dundonald school community. These help us to focus on our aspirational vision and aims for our school and EYC. (Articles 1, 2, 15 and 28).

### Aims

Our aims are founded on the shared values and ambitions of the school and its wider community.

At Dundonald Primary School and Early Years Centre we aim to:

- Provide a **safe** and **nurturing** environment **for all** (Article 19)
- Develop **all pupils'** self-esteem and confidence to allow them to reach their full potential (Article 28)
- Recognise and celebrate achievement for **all pupils** within and beyond school
- Encourage children to be actively involved within the school and their own community (Article 11)
- Provide everyone with challenging, motivating, positive and purposeful **learning experiences** (Article 29)

Our aim at Dundonald is to ensure **all pupils** fulfil their potential as **Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals** through engaging fully with school life and embedding our vision and values in our practice.

Our school vision, values and aims were reviewed, refreshed and shared with the school community in May 2023.



# PRIORITY 1: RAISING ATTAINMENT IN LITERACY

## 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;
- 2.5 Family Learning;
- 3.1 Ensuring Wellbeing; Equality & Inclusion
- 3.2 Raising attainment & achievement

## NIF Priorities

- Improvement in achievement, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people

## Targets for Raising Attainment

- EYC Developmental Milestones: To increase the percentage of children achieving communication and language developmental milestones by 5%
- Raising attainment in listening and talking: To increase the percentage of children at P1, P4 and P7 achieving expected CfE levels from 97% to 98%
- Raising attainment in writing: To increase the percentage of children at P1, P4 and P7 achieving expected CfE levels from 93% to 94%
- Raising attainment in reading: To increase the percentage of children at P1, P4 and P7 achieving expected CfE levels from 90% to 91%

WHAT OUTCOMES DO WE WANT TO ACHIEVE?	HOW WILL WE ACHIEVE THIS?	PERSONNEL	TIMESCAL ES	HOW WILL WE MEASURE IMPACT?
<b>PERFORMANCE INFORMATION</b>				
Improvement in attainment, particularly in literacy - measures detailed on page 14	<ul style="list-style-type: none"> <li>✓ Track and monitor pupil progress in Literacy and English: Regular Pupil Progress Meetings - <b>refine approaches</b> so that next steps in relation to <b>attainment data, support and challenge for learners, attendance and achievement</b> are identified clearly.</li> </ul>	All staff - Led by SLT Mentor  (HT Mentor for EYC to P3; DHT P4-P7)	Sept, Jan, May	Gains made in attainment levels/data (please see impact measures in Appendix 1)  Progress towards securing CfE attainment targets will be informed by:  Pupil Progress Meetings with all teachers - notes and actions
<b>CURRICULUM AND ASSESSMENT</b>				
Learners will benefit from improved use of assessment: assessment outcomes will inform learning and teaching and will ensure progression and support for learning	<ul style="list-style-type: none"> <li>✓ Continue to develop approaches to <b>assessment is for learning</b>, ensuring assessment is planned as part of learning and teaching and results in <b>high quality feedback</b> and <b>next steps for learners - embed Assessment Rationale and Pathway</b></li> </ul>	Led by F Paterson: All staff	Revisit key AiFL themes - August In-Service	Gains made in attainment levels/data (please see impact measures in Appendix 1)  Progress towards securing CfE attainment targets will be informed by: <ul style="list-style-type: none"> <li>➤ Staff self-evaluation learning, teaching and assessment and the child's learning experience</li> <li>➤ Sampling views - pupil views (using Wee HGIOS), staff views, and parent views (parent survey)</li> <li>➤ Sampling pupils' work</li> <li>➤ Pupil Progress Meetings with all teachers</li> <li>➤ Professional dialogue: learning from and with each other</li> <li>➤ Quality assurance of the effectiveness of planning including EYC Care Plans</li> <li>➤ Monitoring the impact of staged intervention targets</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Implement South Ayrshire Reads Phonics and Fluency Assessments in September then May to assess and track children's progress - analyse data to identify trends - strengths and areas for development (Phonics Screener for P2 and P3)</li> <li>✓ Implement South Ayrshire Reads Phonics Trackers in P1 to assess the children's progress and identify next steps in learning</li> </ul>	All Staff	SAR Phonics Screener for P2 & P3 Sept and May  P1 Phonics - Ongoing	
	<ul style="list-style-type: none"> <li>✓ Refine our approach to <b>capturing and sharing Children's Learning Profiles</b> in our EYC using <b>My Learning Journals</b> (online profiles) - sharing of learning to be child led, child friendly and linked to the EYC developmental milestones</li> </ul>	Led by K Macpherson, Senior EYP	August Collegiate Meeting then ongoing	

<p>A highly professional team are impacting positively and consistently towards raising standards for all</p> <p>To raise attainment in reading and writing across all levels - see measures page 14</p> <p>To increase engagement and enjoyment in literacy for all learners</p> <p>Close the attainment gap in literacy between the most and least disadvantaged</p> <p>To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry</p> <p>Equip all children with skills to develop creativity and employability</p>	<b>TEACHER PROFESSIONALISM &amp; SCHOOL LEADERSHIP</b>			
	<ul style="list-style-type: none"> <li>✓ Continue to improve the quality of our learning and teaching through collaborative professional learning  'Taking a Closer Look at . . .' Prof. Learning Sessions focused on: <ul style="list-style-type: none"> <li>✦ <b>Raising attainment in Listening and Talking at Early Level - Early Talk Boost</b>  *EYC staff to implement Talk Boost - following prof. learning led by Sula O'Duffy and Rachel Niven (Speech and Language Therapists)</li> <li>✦ <b>Raising attainment in Reading - South Ayrshire Reads (SAR) professional learning for all staff (see SAR Action plan within the Appendix of this plan for additional info.)</b>  *P1-P7 CLPL focus on embedding phonological awareness, phonics, fluency and vocabulary  Introduction of decodable texts (Dandelion Readers) for P1-P3 children  *EYC CLPL focus on introducing South Ayrshire Reads Early Phonics learning and teaching approaches (word awareness, syllables, alliteration, rhyme)</li> <li>✦ <b>Key features of a Taught Reading Session:</b> Focused on non-fiction texts (January staff meeting)</li> <li>✦ <b>Raising attainment in Writing through contextualized learning (implementation of the Taught Writing Cycle):</b> Key features of a high quality taught writing approach; Look outwards at the key messages in 'The Writing Revolution' a research-based methodology</li> </ul> </li> </ul>	<p>Led by Speech &amp; Lang Therapy &amp; Karen Gaw, EYC for all EY staff</p> <p>All staff - led by F Paterson based on SA Reads materials</p> <p>Led by F Paterson All Staff</p> <p>SAR led by: Jen Wallace, Deborah Gardiner and Megan Hainey</p>	<p>Please see Staff Meeting and Inservice Calendar</p> <p>Aug Inset then ongoing</p> <p>Please see Staff Meeting and Inset Calendar</p>	<p>Staff Professional Review and Development</p> <p>Staff self-evaluation learning, teaching and assessment and the child's learning experience</p> <p>Professional dialogue: learning from and with each other</p>
	<ul style="list-style-type: none"> <li>✓ Continue to invest in staff leadership of learning through <b>Lead Learner</b> roles in the EYC and Primary School. Lead Learners will engage in professional learning in relation to an area of their choosing (including: <b>Reading, Phonics, Scottish Book Trust Reading Schools and Book Bug Lead Learners; HWB - PATHS; Rights Respecting Schools and Pupil Council Lead Learner</b>) and will then lead/share practice</li> </ul>	<p>All Staff</p>		
	<b>SCHOOL AND EYC IMPROVEMENT</b>			
	<ul style="list-style-type: none"> <li>✓ Refine the 'Shared Evaluation' approach to reviewing and evaluating medium term planning for learning, teaching and assessment - time will be protected for staff to: <ul style="list-style-type: none"> <li>➢ Develop <b>medium term plan collegiately</b></li> <li>➢ Engage in <b>shared evaluations</b> of plans for learning, teaching and assessment with Senior Leadership Mentor</li> <li>➢ Include time for 'Sharing of Practice' at every Collegiate Staff Meeting</li> </ul> </li> </ul>	<p>HT Mentor for EYC to P3; DHT Mentor P4-P7</p> <p>All Staff</p>	<p>Aug Inset then ongoing</p> <p>Aug, Oct, Jan, April</p>	<p>Gains made in attainment levels/data (please see impact measures in Appendix 1)</p> <p>Progress towards securing CfE attainment targets will be informed by:</p> <ul style="list-style-type: none"> <li>➢ Self evaluation of EYC and classroom practice and the children's learning experiences</li> <li>➢ Sampling views - pupils, staff, and parents</li> <li>➢ Pupil Progress Meetings with all teachers</li> <li>➢ Tracking progress of targeted groups of pupils: pupils eligible for PEF support; pupils supported through staged intervention</li> <li>➢ Professional dialogue: learning from and with each other</li> </ul>
<ul style="list-style-type: none"> <li>✓ Refine how we set targets with children to ensure they are aware their next steps in learning - discussion of '<b>Our Learning Targets</b>' to be embedded within lessons and highlighted within staff Bulletin - consistent use of "we are learning to" language throughout EYC and Primary School</li> </ul>	<p>SLT / All staff</p>	<p>Staff Meeting Calendar</p>		

<p>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</p>	<ul style="list-style-type: none"> <li>✓ Promote reading for enjoyment and build a <b>culture of reading</b> throughout the school and early years centre by working in partnership to achieve Silver Accreditation as a '<b>Scottish Book Trust Reading School</b>' - this will include: <ul style="list-style-type: none"> <li>✚ Developing further the work of our <b>Reading Leadership Group</b> with a focus on achieving Silver level accreditation</li> <li>✚ Share progress and reading activities through '<b>Dundonald Loves Reading</b>' assemblies</li> <li>✚ Continued '<b>Everyone Reads in Class</b>' and storytelling from EYC to P7, regular opportunities for time to read with a reading buddy</li> <li>✚ <b>Weekly Bookbug</b> sessions for EYC children and regular <b>Bookbug Family Sessions</b> for children at Early Level (EYC and P1 - Four over the course of the school year)</li> <li>✚ Special <b>Storytelling</b> sessions led by published authors (Martin Stewart, Simon Lamb) and drama specialist (Moxie Kids Entertainment, M&amp;M Theatre Productions)</li> </ul> </li> </ul>	<p>Julia Kerr, Lorna Street - Lead Learners for Reading Schools</p> <p>F Paterson &amp; C Muir Lead Learners for SAC Reads</p> <p>All staff</p> <p>C Linton &amp; Tia Parker: Bookbug Lead Learners</p>	<p>Reading Focus - Sept Staff Meeting</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>➤ Quality assurance of the effectiveness of planning including EYC Care Plans</li> <li>➤ Monitoring the impact of staged intervention targets</li> <li>➤ Increased confidence of staff to try new approaches - professional dialogue</li> </ul>
<p><b>PARENTAL AND WIDER ENGAGEMENT</b></p>				
<p>Engage families and wider partners in collaborative working opportunities to enhance and enrich the learning</p> <p>Increase engagement and enjoyment in Literacy for all learners</p>	<p>Provide opportunities for families to engage in their children's learning in relation to Literacy and English in a variety of ways:</p> <ul style="list-style-type: none"> <li>✓ School and EYC Learning Together Calendar to include '<b>Bookbug</b>' focus at <b>Early Level</b> (EYC and P1) PEEP sessions (four over the course of the year)</li> <li>✓ EYC 'Stay and Play' (four over the year)</li> <li>✓ Establish a calendar of <b>regular visits</b> from the <b>South Ayrshire Mobile Library</b> to the school car park (at end-of-school day pick-up times to allow families easy access)</li> <li>✓ Promote '<b>Dundonald Loves Reading</b>' activities through Newsletters and messages to families</li> <li>✓ <b>South Ayrshire Reads Family Engagement Sessions</b>: Share and promote opportunities for families to participate in South Ayrshire Reads Family Engagement Sessions</li> </ul>	<p>Carol Linton - PEEP Sessions for EYC focused on Bookbug</p> <p>Julia Kerr, Lorna Street &amp; Siobhan Spraggs - Lead Learners for SAC Reads</p>	<p>Sept onwards</p>	<p>Annual questionnaire - pupil, parents, partners</p>
<p>Equip all children with skills to develop creativity and employability</p> <p>Learners will benefit from engaging in activities which support transition from EYC to P1 and P7 to S1: activities will be focused on ensuring progression in learning</p>	<ul style="list-style-type: none"> <li>✓ Inspire children to read and write through providing opportunities for them to participate in workshops led by published authors (Martin Stewart and Simon Lamb)</li> <li>✓ <b>Enrich learning</b> in Literacy across the curriculum through <b>seeking opportunities for children to work with partners from the world of work</b> (for example, visits from History Alive, visiting specialists from Museums/Dundonald Castle/STEM)</li> </ul>	<p>Led by F Paterson</p> <p>All Staff</p>	<p>Term 4</p>	
	<p><b>MARR CLUSTER PRIORITIES</b></p> <ul style="list-style-type: none"> <li>✓ Embed our approaches to learning, teaching and assessment of children's writing. Moderate children's writing across early, first, second and the beginning of third level. Build on our approaches to shared professional learning across the cluster.</li> <li>✓ Promote reading for enjoyment and build a culture of reading throughout the Marr Cluster through engaging in South Ayrshire Reads CLPL and implementing South Ayrshire Reads approaches.</li> <li>✓ Engage with parents and carers to explore themes for family learning sessions. Identify preferred formats. Use feedback to plan school and cluster family learning events.</li> </ul>	<p>F Paterson, G Sargent</p> <p>All staff</p> <p>F Paterson</p>	<p>Feb 25- May 25</p> <p>Aug 24- June 25</p> <p>Sept 25</p>	<ul style="list-style-type: none"> <li>➤ Pupil Progress Meetings with all teachers</li> <li>➤ Tracking progress of targeted groups of pupils: pupils eligible for PEF support; pupils supported through staged intervention</li> <li>➤ Professional dialogue: learning from and with each other</li> </ul>

## PRIORITY 2: RAISING ATTAINMENT IN 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;
- 2.5 Family Learning;
- 3.1 Ensuring Wellbeing; Equality & Inclusion
- 3.2 Raising attainment & achievement

### NIF Priorities

- Improvement in achievement, 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

### Targets for Raising Attainment

- EYC Developmental Milestones: To increase the percentage of children achieving numeracy and maths developmental milestones by 5%
- Raising attainment in numeracy and mathematics: To increase the percentage of children at P1, P4 and P7 achieving expected CfE levels in numeracy and mathematics from 90% to 91%

WHAT OUTCOMES DO WE WANT TO ACHIEVE?	HOW WILL WE ACHIEVE THIS?	PERSONNEL	TIMESCALES	HOW WILL WE MEASURE IMPACT?
Improvement in attainment, particularly in numeracy - see measures page 14	<b>PERFORMANCE INFORMATION</b>			
	<ul style="list-style-type: none"> <li>✓ Track and monitor pupil progress in Numeracy and Mathematics: Regular Pupil Progress Meetings - <b>refine approaches</b> so that next steps in relation to <b>attainment data, support and challenge for learners, attendance and achievement</b> are identified clearly.</li> </ul>	All staff - Led by SLT Mentor  (HT Mentor for EYC to P3; DHT P4-P7)	Sept, Jan, May	Gains made in attainment levels/data (please see impact measures in Appendix 1)
Learners will benefit from improved use of assessment: assessment outcomes will inform learning and teaching and will ensure progression and support for learning	<b>ASSESSMENT OF CHILDREN'S PROGRESS</b>			
	<ul style="list-style-type: none"> <li>✓ Continue to develop approaches to <b>assessment is for learning</b>, ensuring assessment is planned as part of learning and teaching and results in <b>high quality feedback and next steps for learners - embed Assessment Rationale and Pathway</b></li> <li>✓ Refine our approach to <b>capturing and sharing Children's Learning Profiles</b> in our EYC using <b>My Learning Journals</b> (online profiles) - sharing of learning to be child led, child friendly and linked to the EYC developmental milestones</li> </ul>	Led by F Paterson: All staff  Led by K Macpherson, Senior EYP	Revisit key AiFL themes - August In-Service  August Collegiate Meeting then ongoing	Gains made in attainment levels/data (please see impact measures in Appendix 1)  Progress towards securing CfE attainment targets will be informed by: <ul style="list-style-type: none"> <li>➤ Monitoring classroom/playroom practice and the child's learning experience</li> <li>➤ Sampling views - pupils, staff, and parents</li> <li>➤ Sampling pupils' work</li> <li>➤ Pupil Progress Meetings with all teachers</li> <li>➤ Professional dialogue: learning from and with each other</li> <li>➤ Quality assurance of the effectiveness of planning including EYC Care Plans</li> <li>➤ Monitoring the impact of staged intervention targets</li> </ul>



<p>A highly professional team are impacting positively and consistently towards raising standards for all</p> <p>To raise attainment in Numeracy and Maths across all levels - see measures page 14</p>	<p><b>TEACHER PROFESSIONALISM &amp; SCHOOL LEADERSHIP</b></p>			
<p>Close the attainment gap in literacy between the most and least disadvantaged</p>	<ul style="list-style-type: none"> <li>✓ Continue to improve the quality of our learning and teaching through collaborative professional learning 'Taking a Closer Look at . . .' Prof. Learning Sessions focused on: <ul style="list-style-type: none"> <li>➢ <b>Developing Children's Understanding of Number in Early Years:</b> Professional learning focused on key messages from Education Scotland's Early Level 'Number and Number Processes Sketch Note' and the examples from 'Highland Maths Numeracy Progression'</li> <li>➢ <b>EYC - Continued Development of Block Play - Promoting Mathematical Language and Creativity</b> - professional learning for EYC staff (Ed. Scotland Wakelet: <a href="https://wakelet.com/wake/tZ4pZVWflaaYORuMoldJ7">https://wakelet.com/wake/tZ4pZVWflaaYORuMoldJ7</a>)</li> <li>➢ <b>Improving Children's Understanding of Numbers and Number Fluency</b> (Count on Us - Numeracy Blueprints - Professional Learning)</li> <li>➢ <b>Improving Children's Mental Agility</b> (Number Talks Professional Learning)</li> </ul> </li> </ul>	<p>EYC Collegiate Meetings focused on Numeracy Term 2</p> <p>Number Talks - F Paterson (Cluster Authority Twilight in Nov)</p> <p>Numeracy Blueprints: Chris McKenna (Nov Twilight)</p>	<p>Please see Staff Meeting Calendar</p>	<ul style="list-style-type: none"> <li>➢ Staff Professional Review and Development</li> <li>➢ Learning Visits</li> <li>➢ Sampling views - pupils, staff, and parents</li> <li>➢ Sampling pupils' work</li> <li>➢ Professional dialogue: learning from and with each other</li> </ul>
<p><b>SCHOOL IMPROVEMENT</b></p>				
	<ul style="list-style-type: none"> <li>✓ Refine the 'Shared Evaluation' approach to reviewing and evaluating medium term planning for learning, teaching and assessment - time will be protected for staff to: <ul style="list-style-type: none"> <li>➢ Develop <b>medium term plan collegiately</b></li> <li>➢ Engage in <b>shared evaluations</b> of plans for learning, teaching and assessment with Senior Leadership Mentor</li> <li>➢ Include time for 'Sharing of Practice' at every Collegiate Staff Meeting</li> </ul> </li> </ul>	<p>HT Mentor for EYC to P3; DHT Mentor P4-P7</p> <p>All Staff</p>	<p>Aug Inset then ongoing</p> <p>Aug, Oct, Jan, April</p>	<p>Gains made in attainment levels/data (please see impact measures in Appendix 1)</p> <p>Progress towards securing CfE attainment targets will be informed by:</p> <ul style="list-style-type: none"> <li>➢ Monitoring classroom/playroom practice and the child's learning experience</li> <li>➢ Sampling views - pupils, staff, and parents</li> <li>➢ Sampling pupils' work</li> <li>➢ Pupil Progress Meetings with all teachers</li> <li>➢ Tracking progress of targeted groups of pupils: pupils eligible for PEF support; pupils supported through staged intervention</li> <li>➢ Professional dialogue: learning from and with each other - shared evaluations of medium term planning</li> <li>➢ Quality assurance of the effectiveness of planning including EYC Care Plans</li> <li>➢ Monitoring the impact of staged intervention targets</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Refine how we set targets with children to ensure they are aware their next steps in learning - discussion of '<b>Our Learning Targets</b>' to be embedded within lessons and highlighted within staff Bulletin - consistent use of "we are learning to" language throughout EYC and Primary School</li> </ul>	<p>SLT / All staff</p>	<p>Staff Meeting Calendar</p>	
	<ul style="list-style-type: none"> <li>✓ Refine our approaches to <b>medium and short term planning for Numeracy and Mathematics</b> - planning will continue to be underpinned by South Ayrshire's Numeracy and Maths Skills Pathways and enhanced by the exemplification provided within the Highland Numeracy Progression.</li> </ul>	<p>Led by F Paterson</p> <p>All staff</p>	<p>Please see Staff Meeting Calendar</p>	

PARENTAL AND WIDER ENGAGEMENT				
Engage families to enhance and enrich children's learning	Provide opportunities for families to engage in their children's learning in relation to Numeracy and Maths in a variety of ways:  School and EYC "Learning Together Calendar" to include:  ✚ <b>'Numeracy and Mathematics'</b> focus at Early Years PEEP sessions (four over session 2024-25) - share 'Every Day is a Learning Day' activities via PEEP and via children's online interactive Learning Journals  ✚ EYC 'Stay and Play' (four over the year)  ✚ EYC: <b>Numeracy Rhyme of the Week</b> to continue to be shared with families via ' <b>EYC - We are Learning to...</b> ' fortnightly newsletters (shared via My Learning Journal online platform)  ✚ <b>Enrich learning</b> in Numeracy across the curriculum through <b>seeking opportunities for children to work with partners from the world of work</b> linked to the focus of their learning (for example, STEM Ambassadors to classes when strong structures, financial education etc)	Num & Maths Priority led by F Paterson  EYC Peep Led by K Macpherson & South Ayrshire Family Learning  "Count on us Family Learning Workshop" Term 2	"Learning Together Calendar" shared by Sept Weekend  Please see Staff Meeting Calendar  Discussed Termly at Shared Evaluations of Medium Term Planning	Annual questionnaire - pupil, parents, partners  Professional dialogue: learning from and with each other
Engage partners from the world of work/specialists to enrich children's learning				HGIOS4 Self-evaluation/impact reports QI 2.4-2.7
Equip all children with skills to develop creativity and employability	MARR CLUSTER IMPROVEMENT PRIORITY:  ✚ Provide consistent high-quality learning experiences across numeracy: professional learning for all primary staff focused on improving children's understanding of number and number sense (through Count on Us approaches and Number Talks) at November Authority Twilight.	All primary staff		
Learners will benefit from engaging in activities which support transition from EYC to P1 and P7 to S1: activities will be focused on ensuring progression in learning	✚ Launch Numeracy common language document. Replicate cluster literacy model to lead improvements in moderation and assessment in numeracy. Plan and deliver cluster CLPL sessions on mental agility, word problems and mathematical reasoning.	P Crossan (Marr)  P7 Teachers	Sept - Nov 2024	

## PRIORITY 3: IMPROVING CHILDREN'S HEALTH AND WELLBEING

### 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;
- 2.5 Family Learning;
- 3.1 Ensuring Wellbeing; Equality & Inclusion
- 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

### Targets for Improving Health and Wellbeing

- EYC Developmental Milestones: To increase the percentage of children achieving health and wellbeing developmental milestones by 5%
- Average school attendance is 92%; increase to 95%
- Early Years attendance is 85%; increase to 95%

WHAT OUTCOMES DO WE WANT TO ACHIEVE?	HOW WILL WE ACHIEVE THIS?	PERSONNEL	TIMESCALES	HOW WILL WE MEASURE IMPACT?
<b>PERFORMANCE INFORMATION</b>				
<p>Increased participation in wider achievement opportunities</p> <p>Increased attainment in Health and Wellbeing</p>	<ul style="list-style-type: none"> <li>✓ Track and monitor <b>pupil wellbeing, attendance</b> and opportunities for <b>personal achievements</b>: Regular 'Pupil Progress Meetings'; monthly review of attendance and supports in place to promote positive attendance</li> </ul>	All staff - Led by SLT	PPM: Sept, Jan, May  Attendance - Monthly	<p>Gains made in attainment levels/data (please see impact measures in Appendix 1)</p> <p>Class tracking of opportunities for wider achievement</p>
<b>ASSESSMENT OF CHILDREN'S PROGRESS</b>				
<p>Learners will benefit from improved use of assessment planning - holistic assessments and moderation will ensure consistency, pace and progression</p>	<ul style="list-style-type: none"> <li>✓ Develop and <b>refine our approach to capturing and sharing Children's Learning Profiles</b> in our EYC by implementing the use of My Learning Journals (online profiles) - sharing of learning to be child led, child friendly and linked to the EYC developmental milestones</li> </ul>	Led by K Macpherson, Senior EYP	August Collegiate Meeting then ongoing	<p>Progress towards securing targets will be informed by:</p> <ul style="list-style-type: none"> <li>➤ Monitoring playroom practice and the child's learning experience</li> <li>➤ Sampling views - children, staff, and parents</li> <li>➤ Sampling Learning Journals</li> <li>➤ Professional dialogue: learning from and with each other</li> <li>➤ Quality assurance of the effectiveness of planning including EYC Care Plans</li> <li>➤</li> </ul>

Staff and young people will feel that they are respected and valued members of the school community (survey results)	<b>TEACHER PROFESSIONALISM &amp; SCHOOL LEADERSHIP</b>			
A highly professional team are impacting positively and consistently towards raising standards for all	<ul style="list-style-type: none"> <li>✓ Inspire high quality learning and teaching through professional learning for staff: <ul style="list-style-type: none"> <li>✚ <b>Taking a Closer look at sessions</b> focused on <b>Staged Intervention Plans</b> - supporting children with communication support needs in the Early Years</li> <li>✚ <b>South Ayrshire Conference</b> focused on supporting children with additional support needs (ASN Conference for EYC staff during October In-Set; ASN Conference for Primary staff during February In-Set)</li> <li>✚ Promoting resilience and increasing the children's confidence through use of Tree of Knowledge Treehouse resources for P1-P7</li> <li>✚ <b>South Ayrshire Twilight Sessions</b> focused on Supporting Neurodivergent Learners; Twilight focused on Relationships, Behaviour Management and De-escalation for P1-P7</li> </ul> </li> </ul>	All Staff	Please see Staff Meeting Calendar	<p>Staff Professional Review and Development</p> <p>Learning Visits</p> <p>Sampling views - pupils, staff, and parents</p> <p>Sampling pupils' work</p> <p>Professional dialogue: learning from and with each other</p>
Increase engagement and enjoyment in Health and Wellbeing for all learners	<b>SCHOOL IMPROVEMENT</b>			
Close the attainment gap between the most and least disadvantaged	<ul style="list-style-type: none"> <li>✓ <b>Revisit and refresh</b> our vision, values and aims with staff, children and families (all stakeholders) to ensure we have shared understanding and ownership of these - refresh our Curriculum Rationale to reflect current thinking</li> <li>✓ <b>Highlight</b> the school and early years centre <b>values</b> through: making them visible in all classrooms and communal areas; <b>celebrating achievements</b> which <b>reflect our values</b> through weekly Dundonald Achievement Awards (shared by class teachers and key workers); linking values to Assembly Calendar</li> <li>✓ <b>Promote</b> our <b>refreshed Curriculum Rationale</b> with staff, pupils and families (all stakeholders) to ensure we have a shared understanding of what we are aiming to achieve through our curriculum and how we are going to achieve it</li> </ul>	Head Teacher and All Staff	August then ongoing	Staff and young people will feel that they are respected and valued members of the school community (survey results)
	<ul style="list-style-type: none"> <li>✓ Refresh the programme for <b>Assemblies</b> and our <b>Themes of the Fortnight</b> (Theme shared via Staff Bulletin). Include the following: focus on school values; Learning about UNCRC Rights of the Child; Promotion of Health and Wellbeing; Personal Achievements</li> <li>✓ Work towards achieving <b>Gold Reaccreditation</b> - Rights Respecting School</li> </ul>	All staff	Ongoing	

<p>To identify creative approaches to engage families and wider partners in collaborative working opportunities to enhance and enrich the learning</p> <p>A highly professional team are impacting positively and consistently towards raising standards for all</p> <p>Our school community has a shared understanding of wellbeing - including emotional wellbeing - and what each of us can do to improve this</p> <p>Raise attendance levels particularly for targeted groups of children - see measures p.14</p>	<p><b>PARENTAL AND WIDER ENGAGEMENT</b></p>			
	<p>Provide opportunities for families to engage in their children's learning in relation to health and wellbeing in a variety of ways:</p> <p>✓ Develop school and EYC <b>"Learning Together Calendar"</b> which includes activities focused on health and wellbeing:</p> <ul style="list-style-type: none"> <li>✚ EYC Outdoor PEEP sessions focused on Health and Wellbeing (three over the year)</li> <li>✚ EYC 'Stay and Play' (four over the year)</li> <li>✚ EYC 'Play on Pedals' (term 3 - families invited to join sessions and home learning activities shared via 'My Learning Journals')</li> <li>✚ P1-7 Outdoor Learning sessions (at least two over the year) - implement South Ayrshire's Outdoor Learning Experiences Grid</li> </ul>	<p>SLT / All staff</p>	<p>"Learning Together Calendar" shared by Sept Weekend</p> <p>Please see staff meeting calendar</p>	<p>Early Years children achieve 85% of developmental milestones.</p> <p>Overall school participation levels in lunchtime/after-school clubs and activities of 80%.</p> <p>➤ Progress towards securing positive outcomes will be informed by:</p> <ul style="list-style-type: none"> <li>○ Monitoring classroom/playroom practice and the child's learning experience;</li> <li>○ Sampling views - pupils, staff, and parents;</li> <li>○ Sampling pupils' work;</li> <li>○ Regular Pupil Progress Meetings with all teachers;</li> <li>○ Monitoring the effectiveness of planning including EYC Care Plans</li> <li>○ Monitoring the impact of staged intervention targets;</li> <li>○ Monthly attendance data;</li> <li>○ Minutes from Team Around the Child Meetings;</li> </ul>
	<p>Inspire children to appreciate and value the importance of good health and wellbeing in our everyday lives through:</p> <p>✓ Active Schools initiatives and lunchtime/after school clubs led by staff</p>	<p>Active Schools support coordinated by HT</p>		
	<p><b>Increase attendance</b> at Dundonald Primary School and Early Years Centre:</p> <p>✓ Identify <b>factors impacting on attendance</b></p> <p>✓ <b>Raise awareness of impact of attendance</b> with families - including term time holidays - promote South Ayrshire's 'Every Child Every Day' campaign with children and families</p> <p>✓ Work in <b>partnership with our families who are facing challenges</b> to build relationships and trust and strengthen communication</p> <p>✓ Work in <b>partnership with local agencies and services</b> to reduce barriers to attendance</p>	<p>HT to Lead</p> <p>Cluster Resources</p>	<p>Monthly attendance monitoring</p>	
<p><b>MARR CLUSTER PRIORITIES</b></p>				
	<p>Promote the Marr Cluster vision across the school and wider community to ensure unity of approach and develop approaches to celebrating success underpinned by values and rights.</p>	<p>All staff - ongoing</p>		
	<p>Continue to embed the Family First model and identify how we can use this support to reduce barriers to learning and attendance experienced across the cluster.</p> <p>Develop a Marr Cluster Attendance Policy and parent/carer attendance leaflet.</p> <p>Analyse attendance data for P5-P7 pupils and increase attendance by:</p> <ul style="list-style-type: none"> <li>• Identifying factors impacting on attendance</li> <li>• Raising awareness of impact of attendance on our families - including term time holidays</li> <li>• Working in partnership with our families who are facing challenges to build relationships and trust and strengthen communication</li> <li>• Working in partnership with local agencies and services to reduce barriers to attendance</li> </ul>	<p>G Hobson</p> <p>Cluster HTs</p> <p>F Young</p> <p>D Alford</p> <p>K Webster</p> <p>Primary PEF Leads</p> <p>J Scott</p>	<p>August 2024 - June 2025</p> <p>Oct 24-June 25</p>	

## APPENDIX 1: SCHOOL IMPROVEMENT PLAN: IMPACT MEASURES

### RAISING ATTAINMENT IN LITERACY AND ENGLISH

CfE Attainment in Reading		
	June '24	DPS Target June '25
P1 year group	79%	90%
P4 year group	96%	97%
P7 year group	94%	95%

CfE attainment in Writing		
	June '24	DPS Target June '25
P1 year group	90%	91%
P4 year group	96%	97%
P7 year group	94%	93%

CfE attainment in Listening and Talking		
	June '24	DPS Target June '25
P1 year group	79%	90%
P4 year group	96%	97%
P7 year group	94%	95%

### RAISING ATTAINMENT IN NUMERACY

CfE attainment in Numeracy		
	June '24	DPS Target June '25
P1 year group	100%	100%
P4 year group	96%	97%
P7 year group	97%	98%

### INCREASING ATTENDANCE

	March 2023	DPS Target March 2025
Primary School P1-7 Attendance	92%	95%
Early Years Centre Attendance	85%	95%

## APPENDIX 2: DUNDONALD PRIMARY TEACHING STAFF MEETING CALENDAR

TERM 1 - AUGUST UNTIL OCTOBER 2024			
Date	Meeting	Duration	Focus
Fri 16 Aug	In-Service	Full day	Morning: Child Protection; Fire Safety and Health and Safety Update (Including Anaphylaxis Refresh); Draft One of School and Early Years Centre "Learning Together" Calendar for 2024-25; Afternoon: South Ayrshire Reads Launch 1.30-3.30pm venue likely to be Glenburn PS (Teachers & School Assistants); EYC - Planning for Learning and Organisation of Playroom/Outdoor Spaces
Mon 19 Aug	In-Service	Full day	Planning for Learning Teaching and Assessment - Annual Overview based on Narrative for CfE (Early Years to P7); Review of Vision and Values; Early Years Focus - Talking and Thinking Floorbooks (Mindstretchers Refresh); Class Learning Walls - Literacy, Numeracy, HWB, Charter, Values; Our Learning Targets - Ongoing Focus in Class and Taking a Closer Look at Assessment is for Learning
Wed 28 Aug	Staff Meeting: Collegiate 1	3.15-4.45pm	Collegiate Planning - Planning for Learning, Teaching and Assessment (A3 Medium Term Planners; Use of South Ayrshire Frameworks: Es & Os, Skills and Benchmarks - Prof. dialogue in levels) - Ready for Shared Evaluation of Plans with Fiona (EYC to P4)/Julia (P5-7) week beginning 9 <sup>th</sup> Sept - cover will be arranged
Wed 4 Sept	Staff Meeting: Collegiate 2	3.15-4.45pm	Rights Respecting Schools Gold Reaccreditation; Pupil Voice Committees; Taking a Closer Look at Staged Intervention Planning and Target Setting (SMART Targets focus) linked to Es and Os and Benchmarks; Preparation for Pupil Progress Meetings
Mon 4 Sept	South Ayrshire Twilight	3.30-5.30pm	South Ayrshire Priorities: Relationships, behaviour management and de-escalation
Mon 16 Sept	Learning Together Afternoon with Parents and Carers	3.10-4.10pm	'Learning Together' afternoon will include: time for parents/carers to meet and talk with their child's teacher/s about what children will be learning; sharing of 'Learning Together Calendar'
<b>HOLIDAY WEEKEND FRI 20- MON 23 SEPTEMBER</b>			
Wed 25 Sept	Staff Meeting: Collegiate 3	3.30-5.00pm (Struthers)	South Ayrshire Reads: Encoding and Decoding
Tues 2, Wed 3 and Thurs 4 Oct	Staff Meeting 4 - Pupil Progress Meetings	3.15-4.45pm	Pupil Progress Meetings: P1 & P2 (Tues), P3 & P4 (Wed) P5, P6/7 & P7 (Thurs)
Week Beginning 8 Oct	Parents' Appointments		Options: 2 x 2.5 hour meetings (4-6.30pm over two days) or 2 x 2.5 hour sessions (3.30-6.00; 6.30-9.00)
<b>OCTOBER HOLIDAY - CLOSE ON FRI 11 OCT</b>			
TERM 2			
Mon 21 Oct	In-service day (3)	Full day	EYC: South Ayrshire Priorities - Learning Conference Focused on Supporting Children with Additional Support Needs Primary: Raising Attainment in Numeracy - Improving Children's Numeracy and Number Sense; Raising Attainment in Writing - Key Messages from 'The Writing Revolution' and Marr Cluster Moderation of Taught Writing (May In-Set); Reading Schools Silver Accreditation; Planning for Learning, Teaching and Assessment
Wed 23 Oct	Staff Meeting: Collegiate 5	3.15-4.45pm	Collegiate Planning - Planning for Learning, Teaching and Assessment (Use of South Ayrshire Frameworks: Es & Os, Skills and Benchmarks - Prof. Dialogue in Levels) - Ready for Shared Evaluations Week Beginning 4 <sup>th</sup> Nov
Wed 30 Oct	Staff Meeting: Collegiate 6	3.15-4.45pm	South Ayrshire Reads - Focus on Fluency in Dundonald PS (CLPL for School Assistants 1.30-2.30pm)
Wed 6 Nov	Staff Meeting: Collegiate 7	3.15-4.45pm	Self-Evaluation - Professional Dialogue and Calendar for Session 24-25 - Learning Visits
Tues 12 Nov	Authority Twilight	3.15-5.15pm	Cluster Priority: Improving Mental Agility - Number Talks and Numeracy Blueprints (venue - Troon PS)
Wed 20 Nov	Staff Meeting: Collegiate 8	3.15-4.45pm	Professional Learning: Promoting Health and Wellbeing - Tree of Knowledge Treehouse Resources
Wed 27 Nov	Staff Meeting: Collegiate 9	3.15-4.45pm	Tracking of Attainment - Four Stages of Progress; Planning for December
<b>CHRISTMAS HOLIDAY - CLOSE ON FRIDAY 20 DECEMBER 2024</b>			

**TERM 3 - REOPEN ON MONDAY 6<sup>TH</sup> JANUARY 2025**

Date	Meeting	Duration	Focus
Wed 8 Jan	Staff Meeting: Collegiate 10	3.15-4.45pm	Collegiate Planning - Planning for Learning, Teaching and Assessment (Use of South Ayrshire Frameworks: Es & Os, Skills and Benchmarks - Prof Dialogue in Levels) - Ready for Shared Evaluations wk begin. 22 <sup>nd</sup> Jan
Wed 15 Jan	Authority Twilight	3.15-5.15pm	South Ayrshire Priorities - Supporting neurodivergent learners
Wed 22 Jan	Staff Meeting: Collegiate 11	3.15-4.45pm	Preparation for Pupil Progress Meetings; Staged Intervention Review and Target Setting
Wed 29 Jan	Staff Meeting: Collegiate 12	3.15-4.45pm	South Ayrshire Reads - Advanced Phonics and Syllabification
Wk Begin 5 <sup>th</sup> Feb	Parents' Appointments		Please see October options

**HOLIDAY WEEKEND - CLOSED ON 12<sup>TH</sup> FEB 2025**

Tues 11 Feb	In-Service (4)	Full day	Primary Staff: South Ayrshire Priorities - Learning Conference focused on Supporting children with ASN Early Years: Numeracy - Improving Children's Numeracy and Number Sense (CLPL focused on Education Scotland Guidance and Highland Numeracy Framework)
Tues 19, Wed 20 and Thurs 21 Feb	Staff Meeting: Collegiate 13	3.15-4.45pm	Pupil Progress Meetings: P1 and P2 (Tues); EYC with Fiona (Wed) P3 and P4 (Wed); P5-7 (Thurs)
Wed 5 March	Staff Meeting: Collegiate 14	3.15-4.45pm	Reporting on Pupil Progress: Final Report Guidance and Preparation; Class Structure for 2025-26; Planning for Easter Service

**EASTER HOLIDAY - CLOSE ON FRIDAY 4 APRIL AND REOPEN ON MONDAY 22 APRIL 2025**
**TERM 4**

Wed 30 April	Staff Meeting: Collegiate 15	3.15-4.45pm	Collegiate Planning - Planning for Learning, Teaching and Assessment (Use of South Ayrshire Frameworks: Es & Os, Skills and Benchmarks - Prof. Dialogue in Levels) - Ready for Shared Evaluations wk begin. 6 <sup>th</sup> May
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**MAY DAY HOLIDAY MONDAY 5 MAY**

Wed 7 May	Staff Meeting: Collegiate 16	3.15-4.45pm	South Ayrshire Reads: Advanced Phonics Morphology in Dundonald PS (CLPL for School Assistants 1.30-2.30pm)
Fri 9 May	Pupil Reports to SLT		
Wed 14 May	Staff Meeting: Collegiate 17	3.15-4.45pm	Prep. for Pupil Progress Meetings; SNSA and GL Feedback; Tracking of Attainment
Tues 20, Wed 21 and Thurs 22 May	Staff Meeting 18 - Pupil Progress Meetings	3.15-4.45pm	Pupil Progress Meetings: P1 and P2 (Tues); EYC with Fiona (Wed) P3 and P4 (Wed); P5-7 (Thurs)

**HOLIDAY MONDAY 26 MAY**

Tues 27 May	In-Service (5)		Primary Staff: Marr Cluster Moderation of Taught Writing 9.00-11.15am; Early Years Staff: Marr Cluster Early Years Network Meeting 9.00-11.15am (TBC) Self Evaluation: Preparation for Standards and Quality Report; Improvement Plan; Focus on Attainment - Four Stages of Progress; Class Structure for 24-25
Wed 28 May	Staff Meeting: Collegiate 19	3.15-4.45pm	Review of Attainment and Data Analysis CfE/SNSA; Prep for Transfer of Information
Thurs 5 June	Parent Appointments		Reporting to Parents: Optional 3 <sup>rd</sup> Appointment for Parents
Wed 11 June	Staff Meeting: Collegiate 20	3.15-4.45pm	Working Time Agreement 2025-26

*20 x 1.5 hour staff meetings = 30 hours; Authority Twilight = 6 hours; Transition = 1.5 hours; 2.5 hours of flexibility retained (Total = 40 hours)*

**APPENDIX 3: S.I.P - EARLY YEARS CENTRE - OVERVIEW OF COLLEGIATE MEETINGS & INSERVICE**



	Term One	Term Two	Term 3	Term 4
<b>Focus for In-Service</b>	<p><b><u>In-Service One:</u></b></p> <ul style="list-style-type: none"> <li>✓ Child Protection;</li> <li>✓ Fire Safety and Health and Safety Update (Including Anaphylaxis Refresh);</li> <li>✓ Planning for Learning - Draft One of School and Early Years Centre "Learning Together" Calendar for 2024-25;</li> <li>✓ Revisit and Refresh Vision, Values and Aims;</li> <li>✓ Promoting our Values;</li> <li>✓ Key Worker Groupings</li> </ul> <p><b><u>In-Service Two</u></b></p> <ul style="list-style-type: none"> <li>✓ Child-Centred and Child-Led Learning - Talking and Thinking Floorbooks (Mindstretchers Refresh);</li> <li>✓ Focus on Spaces and Experiences - design of areas of learning</li> <li>✓ Learning Walls - Literacy, Numeracy, HWB, Charter, Achievements, Values</li> </ul>	<p><b><u>In-Service Three</u></b></p> <ul style="list-style-type: none"> <li>✓ Professional Learning - Supporting Children with ASN - South Ayrshire Early Years Conference</li> </ul>	<p><b><u>In-Service Four</u></b></p> <ul style="list-style-type: none"> <li>✓ Numeracy, Maths and Outdoor Learning: Improving Children's Numeracy - Ed Scotland and Highland Numeracy Resources</li> <li>✓ Health and Wellbeing Focus - PATHS and Play on Pedals</li> <li>✓ Self-Evaluation Learning Walk - Focus on Key QIs from HGIoELC and Care Inspectorate Quality Framework</li> </ul>	<p><b><u>In-Service Five</u></b></p> <ul style="list-style-type: none"> <li>✓ CLPL Sharing Practice in Literacy, Numeracy and Health and Wellbeing - Marr Cluster EY Network Meeting</li> </ul>
<b>Focus for Collegiate Meetings</b>	<ul style="list-style-type: none"> <li>✓ Initial Personal Learning and Care Plans - 'All About Me'</li> <li>✓ My Learning Journal - Online Profiles</li> <li>✓ Pupil Progress Meetings</li> <li>✓ South Ayrshire Reads - Early Phonics: Tuesday 20<sup>th</sup> August Meet at Troon 3.30-4.30pm</li> <li>✓ Literacy Rich Environment</li> <li>✓ Self-Evaluation: HGIoELC and Care Inspectorate Quality Framework - Focus on 'How Good is our Learning Provision</li> </ul>	<ul style="list-style-type: none"> <li>✓ Personal Learning and Care Plans</li> <li>✓ My Learning Journal - Online Profiles</li> <li>✓ Pupil Progress Meetings</li> <li>✓ South Ayrshire Reads - Early Phonics: Tuesday 29<sup>th</sup> October 2024 Meet at Troon 3.30-4.30pm</li> <li>✓ Self-Evaluation: HGIoELC and Care Inspectorate Quality Framework - Focus on 'Successes and Achievements'</li> <li>✓ Early Years Christmas Concert</li> </ul>	<ul style="list-style-type: none"> <li>✓ Personal Learning and Care Plans</li> <li>✓ My Learning Journal - Online Profiles</li> <li>✓ Pupil Progress Meetings</li> <li>✓ HWB (including Play on Pedals)</li> <li>✓ Numeracy Rich Environment</li> <li>✓ Self-Evaluation: HGIoELC and Care Inspectorate Quality Framework -- Focus on 'Leadership'</li> <li>✓ South Ayrshire Reads Early Phonics</li> </ul>	<ul style="list-style-type: none"> <li>✓ Personal Learning and Care Plans</li> <li>✓ My Learning Journal - Online Profiles</li> <li>✓ Pupil Progress Meetings</li> <li>✓ Self-Evaluation: Care Inspectorate Quality Framework - Our Learning Provision</li> <li>✓ EYC Graduation</li> </ul>

## APPENDIX 4: SOUTH AYRSHIRE READS IMPROVEMENT PLAN FOR PHASE 2 SCHOOLS



### Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment [Education Improvement Plan 2023-2026](#)

**SAR Strategic Plan Priority:** To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire [SAR Strategy 2023-2026](#)

### ALL SOUTH AYRSHIRE SCHOOLS 2024-2025

SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
<p><b>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</b></p> <p><b>To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry</b></p>	By <b>June 2024</b> ALL Phase 2 schools will have an identified Reading Leader with responsibility for facilitating and leading reading development within their setting.	<p>The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders within Phase 2 Schools</p>	All reading leaders can attend 3 half day sessions ( <i>September 2024, November 2024, January 2025</i> ) focusing on driving change to raise attainment in reading.	LW	June 2024
	By <b>June 2024</b> ALL Phase 2 schools will have a collaborative partnership to ensure collective efficacy and an established approach to looking onwards.		<ul style="list-style-type: none"> <li>Bespoke partnership CLPL responsively planned and reviewed in line with contextual needs.</li> <li>Meeting and session dates agreed.</li> <li>Bespoke roadmaps created.</li> </ul>	JW	
	By <b>June 2024</b> ALL P4 and P7 practitioners in Phase 2 schools will have had the opportunity to evaluate pupil readiness for learning and reading for pleasure.		Phase 1 schools will complete simple MS Form asking for number of children at key transition points who are able to access curriculum at next stage in learning and those who regularly read for pleasure.	SL	
	By <b>September 2024</b> ALL Phase 2 practitioners will have had the opportunity to take part in a SAR collaborative launch.		<ul style="list-style-type: none"> <li>August Inservice Day SAR Launch</li> <li>Access to SAR Professional Learning MS Team</li> <li>Link to SAR update video to be shared with school community</li> </ul>	SL	September 2024
	By <b>April 2025</b> ALL Phase 2 education staff will have had the opportunity to re-engage with Universal CLPL sessions.		Catch-up CLPL in Phonological Awareness; Phonics and Fluency – multiple dates available.	LW/HM	April 2025
	By <b>June 2025</b> ALL Phase 2 education staff will have had the opportunity to engage in bespoke high-quality CLPL.		All CLPL based on Science of Reading with particular focus on <i>embedding</i> phonological awareness, phonics, fluence and vocabulary.	HM	June 2025
	By <b>June 2025</b> ALL Phase 2 education staff will have had the opportunity to develop their practice in collaboration with the SAR team.		Collaboration activities include workshops; modelled lessons; professional discussions; coaching sessions	JW	
	By <b>June 2025</b> ALL Phase 2 establishments will have had the opportunity to engage with assessment implementation and data analysis from their setting.		Access to CLPL sessions focussed on interpretation, analysis and evaluation of their pupils' phonics and/or fluency attainment to measure impact and inform next steps.	LW	
	By <b>June 2025</b> ALL Phase 2 school will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities		<ul style="list-style-type: none"> <li>Reading Schools Accreditation</li> <li>Communication Friendly Environments</li> <li>Developing writing through SAR</li> </ul>	SL LC SL	
	By <b>June 2025</b> ALL parents will have had opportunity to engage with workshops and learning sessions based on supporting their child's reading development.		<ul style="list-style-type: none"> <li>Reading Leader will attend SAR led session prior to delivery of Parent Engagement Workshop</li> <li>Notification of and access to authority SAR family engagement session / resources</li> </ul>	LW	

## APPENDIX 5: SCHOOL IMPROVEMENT PLAN - BUDGET, RESOURCES AND LINKS WITH UNCRC

### BUDGET / RESOURCES SESSION 2024-25

LITERACY AND ENGLISH	NUMERACY AND MATHEMATICS	HEALTH AND WELLBEING
<ul style="list-style-type: none"> <li>Decodable Readers for P1-P3 classes: £1500</li> <li>Resources for EYC library plus books for children = £200</li> <li>Active Literacy Resources: Refresh magnetic boards, letters, teacher boards, Jolly Phonics resources for P1-3 = £300</li> <li>Toe by Toe Resource = £200</li> <li>My Learning Journal Online Platform/App for EYC to P3 = £500</li> <li>PEF funded School Assistant to support learners in class and to provide targeted interventions</li> <li>Literacy Shed = £200</li> <li>PEF funded Scottish Book Trust Author - Literacy Patron and Creative Writing Workshops £500</li> </ul>	<ul style="list-style-type: none"> <li>Concrete resources to support learning and teaching, including Numicon: £800</li> <li>Power of Two Resource: £200</li> <li>PEF funded School Assistant to support learners in class and to provide targeted interventions</li> <li>Numeracy and maths resources for play based learning in EYC (lose parts play, objects for counting, numbers for numeracy rich environment, large foam dice): £250</li> <li>Count on Us Professional Learning: £350</li> <li>Subscription to Times Tables Rock Stars £180</li> </ul>	<ul style="list-style-type: none"> <li>PEF funded School Assistant to support learners in class</li> <li>Outdoor learning resources for EYC - including small world: £500</li> <li>Transport for Educational Outings £1500</li> </ul>
		MODERN LANGUAGES
		<ul style="list-style-type: none"> <li>Investment in Linguascope Resources to support learning £200</li> </ul>

### RIGHTS RESPECTING SCHOOLS LINKS

UNCRC ARTICLES		
<p><b>Article 3</b> Adults must do what's best for me</p> <p><b>Article 6</b> I should be supported to live and grow.</p> <p><b>Article 12</b> I have the right to be listened to, and taken seriously.</p> <p><b>Article 13</b> I have the right to find out and share information.</p> <p><b>Article 15</b> I have the right to meet with friends and to join groups.</p>	<p><b>Article 19</b> I have the right to be protected from being hurt or badly treated.</p> <p><b>Article 23</b> If I have a disability, I have the right to special care and education.</p> <p><b>Article 28</b> I have the right to an education.</p>	<p><b>Article 29</b> I have the right to an education which develops my personality, respect for others' rights and the environment.</p> <p><b>Article 31</b> I have a right to relax and play.</p> <p><b>Article 39</b> I have the right to help if I have been hurt, neglected or badly treated.</p> <p><b>Article 41</b> Where our country treats us better than the U.N. does we should keep up the good work!</p> <p><b>Article 42</b> Everyone should know about the UNCRC.</p>
		