



IMPROVEMENT PLAN: 2023-24

Tarbolton Primary School



VISION

We would like all pupils to flourish on their own personal journey through Tarbolton Community Campus, guided by unique opportunities in all areas of the curriculum to become the best that they can be.

Pupils will leave us with confidence in using technology and have a variety of transferable life skills and employability skills equipping them for life in a fast changing world.

Parents will feel encouraged and supported to fully participate in their child's learning journey. Staff will be supported to reach their full professional potential.

VALUE STATEMENT

At Tarbolton Primary School we value each other demonstrating **respect, empathy and acceptance**. We celebrate differences and encourage **self-worth, individuality and personal growth**. We encourage children to develop to their **full potential** in all aspects of life. We take pride in our **community**.

AIMS

- Our school is a safe place to grow and learn.
- Pupil, parents and staff work collaboratively to make each child's learning journey a successful one.
- Pupil voice is heard and where appropriate acted upon.
- Teaching is of the highest quality.
- Pupils leave us with confidence in their own abilities recognising their own self-worth.

**South Ayrshire
Council Plan**

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

**Children's
Services Plan**

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

**Education
Services
Priorities**

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

**National
Improvement
Framework
Priorities**

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

RAISING ATTAINMENT IN LITERACY: (Whole school approach to the assessment of Literacy)

Links to the National Improvement Framework and Educational Services Plan: <ul style="list-style-type: none">Improvement in attainment, particularly in Literacy.Closing the attainment gap between the most and least disadvantaged children. Links to South Ayrshire Council Plan: <ul style="list-style-type: none">Live, Work. LearnSpaces and Places			Links to the South West Educational Improvement Collaborative plan: <ul style="list-style-type: none">Getting It Right for ALL Learners: Assessment & Moderation.Curriculum Innovation: Curricular Refresh.	Links to the United Nations Convention of the Rights of the Child (UNCRC): <ul style="list-style-type: none">Articles: 12, 13, 28, 29
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)
✓ Learners will be assessed in Literacy consistently and coherently through a whole school approach.	<ul style="list-style-type: none">Consultation with staff and pupils regarding existing assessment approaches.Raised awareness of effective approaches to assessment through professional reading and rich dialogue.Look outwards to other school contexts to gather insight and examples of good assessment models.Create a consistent annual assessment planner to be used across all stagesCreate literacy assessment tracker for all classes to ensure coherent monitoring and tracking of all learners to aid transitions (P1-P7).Three pieces of unsupported hot task writing (from T4W planners already existing) will be	Helen Ross Working Party All staff All pupils	August 2023 – Onwards	✓ Staff and pupil survey of current assessment approaches to Literacy (spelling, reading, writing). ✓ Looking outwards with working party to engage in peer visits other schools/work collaboratively with cluster professionals. ✓ Working party create assessment planner and Excel spreadsheet tracker for each class.

<p>✓ Learners will be continually assessed in applying their 'tools for writing' in extended pieces of writing and across all curricular areas.</p>	<p>assessed and moderated annually (Oct/Jan/Apr) within stages.</p> <ul style="list-style-type: none"> • Create assessment grid for teacher and pupil self-assessment to be used for moderation • Moderation meetings between early, first and second level class teachers. • Analyse progress across year groups to identify gaps in teaching and learning • Outdoor Learning - staff will make relevant links to outdoor learning and engage in professional dialogue. • Outdoor literacy resources to be acquired as appropriate, CLPL provided to motivate learners. • Play pedagogy – use of play and provocations across P1-3, P4-5 play through enquiry and P6-7 play through enquiry to engage learners in numeracy. 	<p>Helen Ross Working Party All staff All pupils</p>	<p>September 2023-April 2024</p>	<p>✓ Teaching practice and assessments will be more specific and give precise next steps for the learner.</p> <p>✓ 90% of pupils assessed in extended pieces will be able to identify and discuss their writing targets.</p> <p>✓ Class teachers feel confident in their professional judgements when tracking writing.</p> <p>✓ Shared consistency of expectations when assessing tools for writing, appropriate for achievement throughout a level.</p>
<p>✓ Learners at all levels will become increasingly confident in spelling and attainment within spelling will be increased</p>	<ul style="list-style-type: none"> • Ongoing review and evaluation of new spelling planners introduced 2022/23. • Spelling assessed through specific summative and formative approaches outlined in yearly overview. • Three pieces of unsupported hot task writing (from T4W planners already existing) will be assessed and moderated annually (Oct/Jan/Apr) within stages. • Assessment data will indicate increased levels of attainment for all learners in spelling. • Two team teaching/Peer observations planned throughout the school session with scheduled feedback arranged 	<p>Helen Ross Working Party All staff All pupils</p>	<p>August 2023 – June 2024</p>	<p>✓ All staff continue to use planners created 22/23 to plan for teaching and learning in spelling.</p> <p>✓ 85% of pupils to achieve chronological age or higher in end of year Schonell assessment.</p> <p>✓ 70% of pupils will accurately spell age and stage appropriate words used in extended pieces of moderated writing.</p> <p>✓ All staff participate in peer observations and implement next steps highlighted in feedback .</p>
<p>Cluster Project</p> <p>✓ Staff to engage in South Ayrshire Reads (SAR) strategy and embed an improved reading culture for all learners across all levels</p>	<ul style="list-style-type: none"> • Reading lead within school established and work in partnership with SAR colleague. • Staff to become familiar with SAR aims. • Staff to participate in at least one engagement event and CLPL throughout the session (August In-service and September Twilight). • Align whole school assessment planner with SAR Common Reading Assessments for Phase 1 (phonological awareness, phonics, fluency). 	<p>Jennifer Mackay (Reading Lead) Working party All staff</p>	<p>August 2023 – June 2024</p>	<p>✓ 100% of teaching staff attend September Twilight on early reading intervention.</p> <p>✓ Staff are familiar with the 6 Pillars of Reading; Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension and, Reading for Enjoyment.</p> <p>✓ 100% of pupils will be able to identify a book that they have read and enjoyed out with reading scheme.</p>

	<ul style="list-style-type: none">• Classes will begin to develop their own reading environment and ethos which include daily opportunities to read aloud including repeated reading, reciprocal reading and reading together.• Review reading planners to ensure focus on the effective development of reading skills of all learners.			√All classes will have an established relationship with community library and time to visit.
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RAISING ATTAINMENT IN NUMERACY: (Whole school approach to the assessment of Concrete, Pictorial, Abstract)

<p>Links to the National Improvement Framework and Educational Services Plan:</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in Literacy. Closing the attainment gap between the most and least disadvantaged children. <p>Links to South Ayrshire Plan:</p> <ul style="list-style-type: none"> Life, Work, Learn Spaces and Places 				
<p>Links to the South West Educational Improvement Collaborative plan:</p> <ul style="list-style-type: none"> Getting It Right for ALL Learners: Assessment & Moderation. Curriculum Innovation: Curricular Refresh. 		<p>Links to the United Nations Convention of the Rights of the Child (UNCRC):</p> <ul style="list-style-type: none"> Articles: 12, 13, 28, 29 		
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>✓ Learners to engage in high quality learning experiences based on reflecting the aims of using a concrete, pictorial and abstract approach to the learning and teaching of maths across all levels.</p>	<ul style="list-style-type: none"> Staff will engage in professional dialogue and refreshed CLPL around use of concrete, pictorial and abstract approaches to support high quality learning and teaching of maths. Staff will continue to engage with CPA approaches evident within their pedagogy and planning to include a range of quality approaches embedded including Big Maths, DYW, real life contextualised learning with links to current affairs. Staff will seek opportunities to observe and discuss use of specific resources across the stages. Learners will be consulted through the session regarding their views to CPA approach, use and understanding. High quality delivery of numeracy lessons, indoors and outdoors. 	<p>Amy Logan School Numeracy Lead (Mr Wilson)</p> <p>Working Party All staff All pupils</p>	<p>August 2023 – June 2024</p>	<p>✓ Moderation of current implementation of CPA approach to delivery of maths will be more specific and give precise next steps for learners.</p> <p>✓ 100% of pupils will have the resources to engage in quality CPA lessons in order to enhance their learning experiences.</p> <p>✓ 100% of staff will participate in classroom observations within their levels.</p> <p>✓ All learners will have the opportunity to express their views.</p>

<p>✓Learners will have increased confidence and understanding in the use of the CPA approach in their learning.</p>	<ul style="list-style-type: none"> • Outdoor Learning – staff will make relevant links to outdoor learning and engage in professional dialogue. • Outdoor numeracy resources purchased as required with CLPL provided to motivate learners. • Play pedagogy – use of play and provocations across P1-3, P4-5 play through enquiry and P6-7 play through enquiry to engage learners in numeracy. • Staff to engage learners in self-evaluation throughout the session. • Staff will provide opportunities for learners to experience and explore approaches (Morning challenge, through play) • Staff will be given the opportunity to work in partnership with colleagues to be involved in class room observations. • Teaching staff and working party to agree upon a focus of classroom observations around CPA. • Staff to provide support aids and examples via seesaw to allow parents to confidently support learning at home. 	<p>Amy Logan School Numeracy Lead (Mr Wilson) Working Party All staff All pupils</p>	<p>October 2023 – onwards</p> <p>September 2023</p>	<p>✓ Increased levels of motivation and self-confidence amongst teaching staff in the delivery of CPA across the school.</p> <p>✓ 100% of pupils will participate in motivational numeracy and maths experiences.</p> <p>✓ Consistency of approach in the teaching of high quality maths across all stages within the school.</p> <p>✓ 100% of teaching staff will have observed at least one other colleague and been observed. High quality feedback will be given and received to improve practice.</p>
<p>✓Assessment of learners will provide opportunities for the use of different strategies and methodologies across all stages.</p>	<ul style="list-style-type: none"> • Moderation and professional dialogue following classroom observation. • Moderation and professional dialogue pre and post assessment. • Staff should access resources provided by working party to inform teaching, learning and assessment. • Staff will use a variety of high-quality assessment approaches to obtain reliable assessment information. • Ongoing staff consultation and professional dialogue at staff meetings. • Post survey results gathered in relation to staff and pupil engagement and enjoyment. 	<p>Amy Logan School Numeracy Lead (Mr Wilson) Working Party All staff All pupils</p>	<p>Oct 2023 – May 2024</p> <p>June 2024</p>	<p>✓ 100% of teaching staff will participate in moderation activities and reflect on their practice through self-evaluation.</p> <p>✓All class teachers will have at least 4 video assessments (1 per term) which demonstrate pupil use of the CPA approach.</p> <p>✓90% of pupil SAS scores in GL assessments will be over 100</p>

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Priority: 3 of 3 HEALTH AND WELLBEING: Reducing the Cost of the School Day				
<p>Links to the National Improvement Framework and Educational Services Plan:</p> <ul style="list-style-type: none"> 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 <p>Links to South Ayrshire Plan:</p> <ul style="list-style-type: none"> Live, Work, Learn Spaces and Places 	<p>Links to the South West Educational Improvement Collaborative plan:</p> <ul style="list-style-type: none"> Equity and Equality for All: Understanding Poverty Equity and Equality for All: Getting it right for every child, The Promise, UNCRC 	<p>Links to the United Nations Convention of the Rights of the Child (UNCRC):</p> <ul style="list-style-type: none"> Articles: 12, 13, 28, 29 		
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>✓ Learners and families will be consulted upon their views regarding how effectively we can reduce the cost of the school day to fit our context (pre-survey baseline) across all stakeholders.</p>	<ul style="list-style-type: none"> • Compile a MS Forms pre-questionnaire to gather pupils, staff and parent views. • Consult and liaise closely with the Parent Council and school Welfare Officer to analyse the data and identified gaps. • Robust data and tracking monitoring levels of absence and lateness among pupils throughout the session. 	<p>COSD Lead Working Party All staff All pupils Parent Forum</p>	<p>August / September 2023 pre-survey baseline results</p>	<p>✓ Advanced notice of any costs so families can plan or pay in small instalments.</p>
<p>✓ Learners and families will be provided with a 'Cost of the School Day' calendar identifying where costs exist throughout the year.</p> <p>✓ Learners and families will be provided with a collaborative shared action plan of suggested ways to reduce the cost of the school day.</p>	<ul style="list-style-type: none"> • Working party to collate and gather anticipated costing information throughout the year and in consultation with Parent Council and Welfare Officer. • COSD steering group will outline a robust action plan, identifying areas to reduce costs to families e.g. uniform, snacks, health and wellbeing, curriculum etc. 	<p>COSD Lead Working Party All staff All pupils</p>	<p>September / October 2023</p>	<p>✓ 100% of children will have the opportunity to participate in a range of activities and opportunities to help ease financial burden placed upon families.</p> <p>✓ 50% of parents and wider school community will make links with school and our reduced costs activities / opportunities offered.</p>
<p>✓ Learners will engage with parents and members of our wider school community including our school welfare officer who have skills to support and enhance promoted attendance and wellbeing.</p>	<ul style="list-style-type: none"> • Rigorous tracking and monitoring of attendance and levels of lateness within identified pupils. • Wellbeing webs and regular check-ins with pupils termly and where priority dictates. • Pupil voice and consultation listened and acted upon. • Re-establish links and activities with Intergenerational Group. • Engage with Millisa McCulloch, CPAG to help support funds to support activities and provide opportunities. 	<p>COSD Lead Welfare Officer Parent Council M.McCulloch Staff Pupils</p>	<p>August 2023 – June 2024</p>	<p>✓ 90% of staff will report increased levels of confidence in the attendance and wellbeing of pupils identified within tracked cohort.</p> <p>✓ 100% of pupils and intergenerational group within the community will report increased levels of enjoyment and engagement, reducing social isolation within the village.</p>

<p>✓ Learners, staff and parents within the community will re-evaluate reduced costs to tackle the cost of living crisis and reduced costs of the school day (post survey results highlighting progress and impact).</p>	<ul style="list-style-type: none"> • Compile a MS Forms post questionnaire to gather pupils, staff and parent views. • Consult and liaise closely with the Parent Council and school Welfare Officer to identify next targeted steps. • Robust data and tracking monitored throughout the session. 	<p>COSD Lead Working Party All staff All pupils Parent Forum</p>	<p>May/June 2023</p>	<p>✓ 85% of our school community will report positive impacts helping to reduce the cost of the school day for families ✓ 100% of pupils will indicate high levels of enjoyment and engagement within their own experiences and opportunities offered. ✓ Staff and pupils will have a clear plan in place in our Phase 2 approach based on pupil, parent, staff and community evaluations.</p>
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