



IMPROVEMENT PLAN: 2024-25

## 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

- **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

Priority: 1 of 3

**RAISING ATTAINMENT IN LITERACY:** To raise attainment in literacy and develop confident and skilled readers with a lifelong love of reading and the confidence to access all aspects of education, culture and society.

Links to the National Improvement Framework and Educational Services Plan:

- Improvement in attainment, particularly in Literacy.
- Closing the attainment gap between the most and least disadvantaged children.

Links to South Ayrshire Council Plan:

- Live, Work. Learn
- Spaces and Places

Links to the South West Educational Improvement Collaborative plan:

- 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):

- 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 will engage in consistent, high-quality teaching and learning experiences in Literacy based on the six pillars of the Science of Reading (SOR).</p>	<ul style="list-style-type: none"> <li>• All staff will use P1-P7 phonics progression, aligned with Dandelion and Phonics International.</li> <li>• All staff will be familiar with the learning and teaching cycle and use this to plan effective lessons.</li> <li>• Audit resources used in classes and ensure consistency across stages.</li> <li>• All staff to attend Progression, Assessment and Pace CLPL in August 2024.</li> <li>• All staff to attend Embedding Practice CLPL in September 2024.</li> <li>• Moderation partners established between Literacy working party staff and other teaching staff to support with the implementation of learning and teaching cycle.</li> </ul>	<p>Jennifer Mackay (Literacy Lead) Working Party All staff All pupils</p>	<p>August 2024 – Onwards</p> <p>August 2024 – March 2025</p>	<p>✓ All staff will be secure in their understanding of the learning and teaching cycle within literacy (phonics/reading) lessons and this will be illustrated in their planning.</p> <p>✓ All teaching staff will use whole school phonics progression.</p> <p>✓ All pupils will access resources and participate in high-quality lessons.</p> <p>✓ Moderation of classroom practice will show consistency across levels and throughout the school.</p> <p>✓ All teaching staff will attend four bespoke partnership CLPL sessions, working collaboratively to effectively support professional dialogue, strategic thinking and build staff knowledge and skills.</p>

	<ul style="list-style-type: none"> <li>Moderation between colleagues in partnership schools (Monkton and Muirhead).</li> <li>Visit from SAR class teacher to provide activities including workshops; modelled lessons; professional discussions; coaching sessions.</li> <li>Early years staff will attend session from SAR early years team and embark on a SAR journey plan.</li> <li>All parents will be invited to a reading workshop on reading development.</li> </ul>			<p>√ Early years staff will engage in tailored SAR training and become more confident with the pillars of SOR.</p>
<p>√ Learners at all levels will be assessed and tracked robustly and an increase in Literacy attainment will be illustrated</p>	<ul style="list-style-type: none"> <li>All teaching staff will attend Progression, Assessment and Pace CLPL in August.</li> <li>DIBELS and DfE assessments will be administered appropriate assessment windows in Oct/Nov and May/June.</li> <li>Phonics will be assessed in accordance to phonics progression and tracked on class EXCEL.</li> <li>Fluency will be assessed and tracked at least twice annually.</li> <li>Staff will become more confident with assessment implementation and data analysis from their class setting.</li> <li>Literacy interventions will be evaluated and implemented in accordance with Science of Reading.</li> <li>Three pieces of writing will be assessed and moderated annually (Oct/Jan/Apr) within stages.</li> </ul>	<p>Jennifer Mackay (Literacy Lead) Working Party All staff All pupils</p>	<p>August 2024 – Ongoing</p>	<p>√ All staff feel confident with administering literacy assessments, tracking progression and analysing data from class results after attending staff training.</p> <p>√ Almost all pupils (90-99%) will improve in their phonics assessment from August to May.</p> <p>√ Most P4-7 pupils (75-90%) will improve in their fluency score from first assessment to second assessment.</p> <p>√ Most Primary 3 pupils (75%-90%) will improve their scores and majority (50-74%) will achieve mastery in DfE screener.</p> <p>√ All teaching staff to populate assessment tracker with results from their class.</p> <p>√ PEF funding will continue to be used to provide opportunities to support and extend learning for those who need it most and for whom the gap is widest.</p>
<p>√ Learners will all have opportunity to read for enjoyment and develop a life-long love of reading</p>	<ul style="list-style-type: none"> <li>All classrooms will have a pupil led library space and display to celebrate pupils reading choices.</li> <li>All pupils will engage with our school library for reading for enjoyment.</li> <li>All parents will be invited to attend a reading for enjoyment session with their children.</li> <li>All parents will be invited to a reading workshop on reading for enjoyment.</li> <li>All staff be invited to attend a children's literature CLPL to develop their knowledge of current children's literature.</li> <li>Reading for enjoyment will be celebrated and rewarded</li> </ul>	<p>Jennifer Mackay (Literacy Lead) Working party All staff</p>	<p>August 2024 – Ongoing</p> <p>December 2024</p>	<p>√ All staff and pupils will complete Reading Schools Attitude Surveys and post surveys will indicate an improvement in Reading for Enjoyment levels.</p> <p>√ Staff will engage with CLPL opportunities provided to deepen knowledge of current children's literature.</p> <p>√ Almost all parents will engage with Reading for Enjoyment (RfE) opportunities such as workshops and RfE sessions with pupils.</p> <p>√ Monitor impact of Reading Schools Program with Scottish Book Trust Evaluation (after accreditation is awarded).</p> <p>√ Awarded Reading Schools Accreditation.</p>

	Pupil leadership group will lead reading for enjoyment interest clubs and reading school priorities			√100% of pupils will engage with the school library and access books available to them.
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**Priority: 2 of 3**

**RAISING ATTAINMENT IN NUMERACY: To raise attainment in Numeracy in order for pupils to develop a deeper understanding of mathematical concepts and develop meaningful and valid problem-solving strategies which are consistent across all stages in the school.**

<p>Links to the National Improvement Framework and Educational Services Plan:</p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in Literacy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> </ul> <p>Links to South Ayrshire Plan:</p> <ul style="list-style-type: none"> <li>Life, Work, Learn</li> <li>Spaces and Places</li> </ul>	<p>Links to the South West Educational Improvement Collaborative plan:</p> <ul style="list-style-type: none"> <li>Getting It Right for ALL Learners: Assessment &amp; Moderation.</li> <li>Curriculum Innovation: Curricular Refresh.</li> </ul>	<p>Links to the United Nations Convention of the Rights of the Child (UNCRC):</p> <ul style="list-style-type: none"> <li>Articles: 12, 13, 28, 29</li> </ul>
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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 on their understanding of numeracy and maths concepts using a consistent and whole school approach.	<ul style="list-style-type: none"> <li>Staff will be consulted on effective assessment approaches.</li> <li>Working party will embed assessment format and moderation process by sharing with staff collegiately.</li> <li>Working party members will provide an example that they have completed already to support staff in the new approach.</li> <li>Class teachers will plan coherent assessments throughout the session.</li> <li>Assessments should be tailored to assess the child's understanding of concepts and their ability to select strategies.</li> </ul>	<p>Amy Logan School Numeracy Lead (Mr Wilson) Working Party All staff All pupils</p>	August 2024 – June 2025	<p>√ 100% of pupils will have the resources to engage in quality CPA lessons in order to enhance their learning experiences and aid their understanding.</p> <p>√ Most children will be able to articulate their processes and how they got to an answer.</p> <p>√ All children (P1, P4, P7) will be use CPA approaches during NSA assessments.</p> <p>√ All staff will feel increased confidence in planning assessments that provide opportunities for learners to use the strategies they have learned.</p>

<p>√ Staff will work collegiately to assess and moderate numeracy and maths with a focus on CPA.</p>	<ul style="list-style-type: none"> <li>• Assessments should focus on quality over quantity, demonstrating breadth and depth.</li> <li>• Professional dialogue pre and post assessment to discuss assessment approaches.</li> <li>• Learner voice will be evident in assessment approaches, providing opportunities to discuss their strategies.</li> <li>• Staff should access resources provided by working party to inform teaching, learning and assessment.</li> <li>• Staff will use a variety of high-quality assessment approaches to obtain reliable assessment information.</li> <li>• Ongoing staff consultation and professional dialogue at staff meetings.</li> </ul> <ul style="list-style-type: none"> <li>• Staff will be allocated a numeracy 'buddy' to plan, teach and assess throughout the year.</li> <li>• Staff will participate in peer observations within their own level.</li> <li>• Staff will have the opportunity to observe a lesson(s) out with their current level.</li> <li>• Following assessment, staff will participate in planned whole-school moderation twice in the year.</li> <li>• Staff will use whole-school format to collate their assessment evidence.</li> <li>• Numeracy buddies should moderate together following assessment at least another twice throughout the year.</li> <li>• Moderation and professional dialogue following classroom observation.</li> <li>• Moderation and professional dialogue pre and post assessment.</li> </ul>	<p>Amy Logan School Numeracy Lead (Mr Wilson) Working Party All staff All pupils</p>	<p>September 2024 – May 2025</p>	<p>√ Feedback during moderation of numeracy assessments will be specific and give precise next steps for teachers and learners.</p> <p>√ 100% of teaching staff will participate in moderation activities and reflect on their practice through self-evaluation.</p> <p>√ 100% of staff will participate in classroom observations within their levels.</p> <p>√ All class teachers will have at least 4 assessments (1 per term) which demonstrate pupil use of the CPA approach.</p> <p>√ Consistency in assessment approaches across the school.</p> <p>√ 100% of teaching staff will take part in two whole-school moderation events.</p>
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<p>√ Learners will engage in high-quality teaching and learning experiences within specified areas of numeracy, focusing on concrete and pictorial approaches.</p>	<ul style="list-style-type: none"> <li>• Early level will focus on addition and subtraction through play experiences.</li> <li>• First level will focus on Multiplication and Division.</li> <li>• Second level will focus on fractions, decimals and percentages.</li> <li>• Staff (including School Assistants) will take part in CLPL provided by in-house numeracy lead.</li> <li>• All levels will spend increased time focusing on the basic elements of each concept to ensure solid understanding (e.g. arrays in multiplication and bar modelling in fractions).</li> <li>• Working party will prepare lesson ideas and example questions which will be accessible to all staff.</li> <li>• Planned assessments will provide opportunity for learners to demonstrate their understanding in using specific concrete and pictorial approaches.</li> <li>• Staff will provide parent workshops focusing on the specific areas within each level.</li> <li>• Working party will create a bank of short videos to share with parents via Learning Journals which will inform them on how to use a range of approaches.</li> </ul>	<p>Amy Logan School Numeracy Lead (Mr Wilson) Working Party All staff All pupils</p>	<p>September 2024 - ongoing</p> <p>October 2024</p>	<p>√ Most learners across all stages will demonstrate an increased understanding of basic concepts and be able to use this knowledge to solve more challenging problems.</p> <p>√ All class teachers will provide high quality, explicit teaching to support learners.</p> <p>√ School Assistants will feel more confident in supporting learners with numeracy in the classroom.</p> <p>√ 90% of learners in P1, P4 and P7 will achieve the expected band or higher in numeracy SNSA.</p> <p>√ Parents/families will become more familiar with how concepts are taught to support their child effectively.</p>
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Priority: 3 of 3

**HEALTH AND WELLBEING: To improve engagement within an inclusive school environment which values the unique contributions of all learners including fully supporting neurodivergent and mental health needs.**

<p>Links to the National Improvement Framework and Educational Services Plan:</p> <ul style="list-style-type: none"> <li>Placing the human rights of every child and young person at the centre of education</li> <li>Improvement in children and young people’s health and wellbeing</li> </ul> <p>Links to South Ayrshire Plan:</p> <ul style="list-style-type: none"> <li>Live, Work, Learn</li> <li>Spaces and Places</li> </ul>	<p>Links to the South West Educational Improvement Collaborative plan:</p> <ul style="list-style-type: none"> <li>Equity and Equality for All: Understanding Poverty</li> <li>Equity and Equality for All: Getting it right for every child, The Promise, UNCRC</li> </ul>	<p>Links to the United Nations Convention of the Rights of the Child (UNCRC):</p> <ul style="list-style-type: none"> <li>Articles: 12, 13, 28, 29</li> </ul>
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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>√ Children and young people will have improved attendance at school leading to improved engagement and participation.</p>	<ul style="list-style-type: none"> <li>A SWOT analysis will be undertaken based on school data and discussion of individual case studies.</li> <li>Consult and liaise closely with teaching staff, Education Welfare Officer and Sports Development Officer to analyse data and identify gaps.</li> <li>Interventions to support attendance are identified and implemented at a whole school level.</li> <li>Robust data and tracking monitoring levels of absence and lateness among pupils throughout the session.</li> <li>Local authority policies and procedures are reviewed and updated. A clear staged</li> </ul>	<p>Mrs Ross (HT) Mrs McDowall (EWO) Mr Lewis (SDA) Working Party All staff All pupils Parent Forum</p>	<p>October 2024 survey results from all stakeholders.</p> <p>November 2023</p> <p>August 2024 – ongoing</p> <p>Ongoing throughout session</p>	<p>√ Increased school attendance figures across by 3%.</p> <p>√ PASS surveys (P4-7) will measure a positive impact from baseline results to end of year figures.</p> <p>√ Teachers report increased knowledge, skills and confidence in assessing and supporting children and young people.</p>

	approach to assessment and intervention is identified.			
<p>√ The needs of neurodiverse learners are successfully met within our school.</p>	<ul style="list-style-type: none"> <li>• Whole school nurture audit completed by whole school staff to identify gaps and inform next steps.</li> <li>• CLPL delivered by Nurture Outreach Team to support gaps and increase knowledge and skills regarding whole school nurture approaches.</li> <li>• Introduce the use of CIRCLE reflective questions and approaches.</li> <li>• SPQ (School Participation Questionnaire) completed with children with ASN where restricted participation is evident.</li> <li>• Looking Inwards and Outwards: Good practice in supporting neuro-diverse learners in primary school is shared and identified from current practice and literature.</li> </ul>	<p>Mrs Ross (HT) Mrs McDowall (EWO) Mr Lewis (SDA) Working Party All staff All pupils Parent Forum</p>	<p>September 2024</p> <p>October 2024 – onwards</p> <p>December 2024</p> <p>April 2024</p>	<p>√ Reduced requests to the autism outreach team for neuro-diverse learners.</p> <p>√ School staff report increased confidence in supporting neurodiverse learners.</p> <p>√ Results from SPQ will highlight suggested actions and next steps from targeted individuals to support an increased engagement and participation in learning.</p>
<p>√ To bring together and share the good practice and ideas of staff, focusing on advice and strategies for improving the participation, acceptance and achievement of learners who have additional support needs.</p>	<ul style="list-style-type: none"> <li>• Gain pupil voice through wellbeing webs to understand challenges faced with targeted focus group pupils.</li> <li>• Working Party to establish a consistent approach across all stages and consider resources that are age/stage appropriate to ensure all pupils feel comfortable to share their emotions.</li> <li>• Staff to prepare resources, provide CLPL during staff meetings to share findings and information and deliver in-house training to whole school staff to ensure consistent relational approaches including restorative practices, zones of regulation and emotion coaching.</li> <li>• To share our Zones of Regulation with parents within our community to ensure a consistent language and approach is shared and adopted.</li> </ul>	<p>Mrs Ross (HT) Mrs McDowall (EWO) Mr Lewis (SDA) Working Party All staff All pupils Parent Forum</p>	<p>October - Dec 2024</p> <p>January 2025</p> <p>October 2024 April 2025</p>	<p>√ Whole school consistency of self-regulation strategies and approaches with Zones of Regulation implemented across all stages within the school and EYC.</p> <p>√ Improved wellbeing of learners and educational outcomes.</p> <p>√ Increase in pupils being able to use the appropriate strategies to support their self-regulation skills.</p>

<p>√ Staff within school will develop an awareness and understanding of The Promise and all that is included within the national guidance and local authority initiatives.</p>	<ul style="list-style-type: none"> <li>• This will be enhanced by completing The Promise Education Award by June 2025.</li> <li>• All staff to complete e-module assessment, scoring 70% accurate answers resulting in our staff and school achieving the 'We Promise' award.</li> </ul>	<p>Mrs Ross (HT) Mrs McDowall (EWO) Mr Lewis (SDA) Working Party All staff All pupils Parent Forum</p>	<p>June 2025</p>	<p>√ Improved wellbeing and educational outcomes of care experienced learners within the school and EYC.</p>
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