



# Strategic Overview of Dalserf PS Improvement Plan Priorities 2024-2025



## National Improvement Framework Key Priorities

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

## National Improvement Framework Key Drivers

1. School and ELC leadership
2. Teacher and practitioner professionalism
3. Parental/carer involvement and engagement
4. Curriculum and assessment
5. School and ELC improvement
6. Performance information

## HGIOS 4 and Early Learning and Childcare Indicators

- 1.1 Self Evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised Support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnership
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing children's progress
- 3.3 Increasing creativity and employability/Developing creativity and skills for life and learning

## SLC Priorities

1. Improve health and wellbeing to enable children and families to flourish.
2. Support children and young people to develop their skills for learning, life and work.
3. Ensure inclusion, equity and equality are at the heart of what we do.
4. Provide a rich and stimulating curriculum that helps raise standards in Literacy and Numeracy.
5. Empower learners to shape and influence actions on sustainability and climate change.

## SLC Stretch Aims

1. ACEL Primary – literacy – P1, P4 & P7 combined
2. ACEL Primary – numeracy – P1, P4 & P7 combined
3. Cost of the School Day

## Strategic Improvement Priorities over 3 year cycle

Timescale: 2023-2026

Strategic Priority	Year 1 – 2023/2024	Year 2 – 2024-2025	Year 3 – 2025 - 2026
1.	Raise attainment in Writing by developing a consistent approach to writing across the school.	Through rigorous self-evaluation and moderation identify areas to raise attainment	Embed self-evaluation and moderation to continue to identify areas to raise attainment
2.	Raise attainment in Numeracy by developing a consistent use of Number Talks and Count on Us strategies across the school.	Implement consistent use of mental maths strategies across the school to improve agility.	Embed mental maths strategies across the school to continue improving agility.
3.	Develop Nurture and Attachment Principles for the whole school and identify those who need intervention.	Implement Nurture and Attachment Principles across the whole school and identify those who need intervention.	Embed Nurture and Attachment Principles across the whole school and continue to identify those who need intervention.
4.	Develop Science and Stem programme across all stages of the school.	Implement new planning of Stem programme across the school.	Embed Stem programme across the school.

## Strategic Priority 1 **Improvement Planning** and **Standards and Quality Reporting** for 2024/2025

<b><u>NIF Priority (select from drop down menus)</u></b> Improvement in attainment, particularly in literacy and numeracy. <b>NIF Driver</b> Teacher and practitioner professionalism Curriculum and assessment	<b><u>SLC Priority (select from drop down menus)</u></b> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy	<b><u>SLC Stretch Aims</u></b> ACEL Primary – literacy – P1, P4 & P7 combined	<b><u>HGIOS?4 Qis (select from drop down menus)</u></b> 2.2 Curriculum 2.3 Learning, teaching and assessment	
<b>Rationale for strategic priority</b>	<b>Outcome (Intended impact)</b>	<b>Operational activity</b>	<b>Measures</b>	<b>School Lead</b>
<b>Literacy &amp; Numeracy</b>  Attainment in writing across P1/4/7 is 77%  Attainment in numeracy across P1/4/7 is 77%  Our next step is to further develop attainment, particularly for those pupils in SIMD1, 2 and FME.	1.All staff will implement a consistent approach to writing. 2. All staff to work collaboratively on grammar with two schools within the Larkhall Learning Community: Craigbank and Netherburn Primary Schools to moderate and improve writing. 3. Continue to implement Flipp to early years classes. 4. All staff will continue to implement a consistent approach to mental agility in numeracy. 5. By June 2025 combined P1/4/7 writing data will increase beyond 77%.  6. By June 2025 combined P1/4/7 numeracy data will increase beyond 77%.	1. Professional reading and learning associated with grammar and links to writing.  2.Development of use of data at class level.  3. Tracking and monitoring conversations All staff to participate in peer visits and professional dialogue.  4. Targeted interventions to support children.	1. Observed Lessons.  2. Class data overviews.  3. Tracking conversations Professional Dialogue.  4. ACEL data for identified pupils.  5. Comparison of 2024 attainment data.  6.IDL results, standardized scores and benchmarks.	HT  All Staff  Literacy & Numeracy Leads

Progress and Impact	Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda
<p><i>What difference did we see? What did we achieve? What does your data tell you?</i></p> <p><i>Evidence collected to inform self-evaluation.</i></p> <p><i>Include bullet points throughout the year on progress of the above.</i></p> <p><i>Evaluative statement to be written at end of term as would be in your S&amp;Q.</i></p>	<p><i>Clear next steps to be identified based on evidence, and decision if this continues to be a further strategic priority or moves to maintenance. Similar to what has been added to the rationale above.</i></p>

## Strategic Priority 2 **Improvement Planning** and **Standards and Quality Reporting** for 2024/2025

<b><u>NIF Priority (select from drop down menus)</u></b> Improvement in children and young people's health and wellbeing <b><u>NIF Driver</u></b> Teacher and practitioner professionalism Curriculum and assessment	<b><u>SLC Priority (select from drop down menus)</u></b> Improve Health and Wellbeing to enable children and families to flourish	<b><u>SLC Stretch Aims</u></b> ACEL Primary – literacy – P1, P4 & P7 combined	<b><u>HGIOS?4 Qis (select from drop down menus)</u></b> 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion	
<b>Rationale for strategic priority</b>	<b>Outcome (Intended impact)</b>	<b>Operational activity</b>	<b>Measures</b>	<b>School Lead</b>
<b>HWB</b>  Further develop Nurture and Attachment Principles for the whole school and support those who need intervention.	1. Implement Nurture and Attachment Principles across the whole. 2. Continue to raise awareness of UNCRC Rights at assemblies and in class lessons 3. Participate in Peer Review process with Coulter/Lamington and St. Louise Primaries to improve wellbeing and relationships.	1. All staff will engage in Professional reading and learning associated with Nurture and Attachment Principles  2. Development of use of data at class level.  3. Tracking and monitoring conversations All staff to participate in professional dialogue.  4. Targeted interventions to support children.  5. Whole school and staff self-evaluation	1. Professional Dialogue.  2. Class data Leuven scale.  3. Comparison of 2024 data.  4. Boxall assessments.  5. Gold Sports Award.  6. Silver RRS Award.  7. Pledge accreditation.  8. Wellbeing and relationships Policy	HT  All Staff  Nurture & Attachment Lead  RRS Lead & Pupil Leadership Team
<b>Progress and Impact</b>			<b>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</b>	
<i>What difference did we see? What did we achieve? What does your data tell you? Evidence collected to inform self-evaluation. Include bullet points throughout the year on progress of the above. Evaluative statement to be written at end of term as would be in your S&amp;Q.</i>			<i>Clear next steps to be identified based on evidence, and decision if this continues to be a further strategic priority or moves to maintenance. Similar to what has been added to the rationale above.</i>	

## Strategic Priority 3 **Improvement Planning** and **Standards and Quality Reporting** for 2024/2025

<b><u>NIF Priority (select from drop down menus)</u></b> Improvement in children and young people's health and wellbeing <b><u>NIF Driver</u></b> School and ELC improvement Parent/carer involvement and engagement	<b><u>SLC Priority (select from drop down menus)</u></b> Ensure inclusion, equity and equality are at the heart of what we do	<b><u>SLC Stretch Aims</u></b> Cost of the School Day	<b><u>HGIOS?4 Qis (select from drop down menus)</u></b> 1.5 Management of resources to promote equity 2.3 Learning, teaching and assessment	
<b>Rationale for strategic priority</b>	<b>Outcome (Intended impact)</b>	<b>Operational activity</b>	<b>Measures</b>	<b>School Lead</b>
<b>Equity</b>  Develop the health and wellbeing of pupils.  Collaborate with stakeholders to spend 6% of Participatory Budget on resources or interventions to support learning.	1. Continue to improve attendance and punctuality.  2. Pupil Equity Funding used to support targeted interventions across the school.  3. 6% of Participatory budget – reducing the cost of the school day.  4. Review our Cost of the School Day policy	1. Review attendance and punctuality.  2. Whole school and community consultation on Participatory budget spend.  3. Review our Cost of the School Day position statement to create a policy.	1. Attainment information/results.  2. Class data overviews.  3.IDL results, standardized scores and benchmarks.  4.Leuven scale results.  5. ACEL data for identified pupils.  6. Cost of the School Day Policy.  7. Restorative talks/reflection sheets.  8.Participatory budget consultation records  8.Attendance %.	HT  All Staff  Equity Lead

Progress and Impact	Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda
<p><i>What difference did we see? What did we achieve? What does your data tell you?</i></p> <p><i>Evidence collected to inform self-evaluation.</i></p> <p><i>Include bullet points throughout the year on progress of the above.</i></p> <p><i>Evaluative statement to be written at end of term as would be in your S&amp;Q.</i></p>	<p><i>Clear next steps to be identified based on evidence, and decision if this continues to be a further strategic priority or moves to maintenance. Similar to what has been added to the rationale above.</i></p>

## Strategic Priority 4 **Improvement Planning** and **Standards and Quality Reporting** for 2024/2025

<b><u>NIF Priority (select from drop down menus)</u></b> Improvement in skills and sustained, positive school-leaver destinations for all young people <b><u>NIF Driver</u></b> Curriculum and assessment Teacher and practitioner professionalism	<b><u>SLC Priority (select from drop down menus)</u></b> Support children and young people to develop their skills for learning, life and work	<b><u>SLC Stretch Aims</u></b> ACEL Primary – numeracy – P1, P4 & P7 combined	<b><u>HGIOS?4 Qis (select from drop down menus)</u></b> 2.2 Curriculum 3.3 Increasing creativity and employability	
<b>Rationale for strategic priority</b>	<b>Outcome (Intended impact)</b>	<b>Operational activity</b>	<b>Measures</b>	<b>School Lead</b>
<b>Science/STEM</b>  Further develop and Science and STEM (science, technology, Engineering and Mathematics.) across the school.	1.Implement Stem/ Science plans across all stages of the school.  2. Increased understanding of learning through Science/STEM and related employment prospects.  3. Children develop higher order thinking skills.	1.Science/ Stem lead to share new planning and resources with teaching staff.  2.Source Science/Stem materials for lessons.  3. Increase opportunities for Science/Stem workshops.	1. Observed Lessons  2. Peer visits.  3. Assessments.  4. Stem boxes with resources for each class.  5. Science/Stem planners in Forward Plan.  6.Stem Nation Award.	HT  All Staff  Science/ Stem Leads
<b>Progress and Impact</b>			<b>Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda</b>	
<i>What difference did we see? What did we achieve? What does your data tell you? Evidence collected to inform self-evaluation. Include bullet points throughout the year on progress of the above. Evaluative statement to be written at end of term as would be in your S&amp;Q.</i>			<i>Clear next steps to be identified based on evidence, and decision if this continues to be a further strategic priority or moves to maintenance. Similar to what has been added to the rationale above.</i>	

## PEF Improvement Planning and Standards and Quality Reporting for 2024/25

<b>SLC Stretch Aims</b> <b>ACEL Primary – literacy – P1, P4 &amp; P7 combined</b> <b>ACEL Primary – numeracy – P1, P4 &amp; P7 combined</b> <b>Cost of the School Day</b>						
<b>Rationale for PEF / PB Spend</b>	<b>Allocation of PEF / PB spend</b> <b>£18,375.00</b>	<b>Outcome (Intended impact)</b>	<b>Operational activity</b>	<b>Measures</b>	<b>Mid year review</b> <b>RAG</b>	<b>End of year review</b> <b>RAG</b>
<b>Literacy</b> Robust analysis of writing assessment data identified a group of 18 children P2 (2); P3 (2); P4 (4); P5 (4), P6 (3), P7 (3) throughout the school who are not achieving their expected age/stage for writing.  These pupils will be targeted for additional support and interventions by support staff.  IDL Literacy, NGRT, writing resources.	£3200	By June 2025, at least 1 of the identified children will be achieving within their expected age-range for writing, with the gap improving for the remaining pupils.  P1/4/7 combined Literacy data to improve by 1 Percentage Points.	These pupils will be targeted for additional support and weekly intervention by support staff.  Attendance and engagement at sessions will be monitored weekly.	ACEL data for writing identified pupils P2 – P7.		
<b>Numeracy</b> Robust analysis of our numeracy data, we have identified a group of 19 children throughout the P2 (2); P3 (4); P4 (4); P5 (5), P6 (2), P7 (2) throughout the school who are not achieving their expected age/stage for numeracy. These		By June 2025, at least 2 of the identified children will be achieving within their expected age-range for Numeracy and Mathematics, with the gap improving for the remaining pupils.	Maths Recovery assessment used for baseline and to monitor progress every 12 weeks.  These pupils will be targeted for additional support and weekly intervention by support staff using	ACEL data for numeracy identified pupils P2 – P7.		



pupils will be targeted for additional Maths Recovery and interventions by support staff.  IDL numeracy, Malt assessments, Number Talks resources.	£2000	P1/4/7 combined Numeracy data to improve by 2 Percentage Points.	IDL Numeracy and 5 Minute Box interventions. Attendance and engagement at sessions will be monitored weekly.			
<b>Nurture</b> 10 pupils in P1 - P7 have been identified as having distressed behaviour and/or social, emotional and behavioural needs.  Baseline Boxall profiles to be undertaken October 2024 to show those pupils are not within norms for both the developmental and diagnostic strands.  PEF funded support assistant will lead a Nurture Group for these identified pupils.	0.1 Specialist Support Teacher  0.5 Additionality Support assistant £3,751.90  Resources £1400	By June 2025, pupils targeted for Nurture intervention will have improved wellbeing; their barriers to learning will have reduced and they will be sustaining longer periods of time in their mainstream class.	Specialist Support and support staff will work with pupils weekly on an intervention timetable.  Identified pupils will use the Nurture corner. (developed through PEF).  Boxall Profiles will be used as baseline and every 12 weeks to monitor progress.  Attendance and engagement will be monitored weekly.	Boxall Profile Scores for both developmental and diagnostic strands. (Pre and post assessment)  Monitoring of time sustained in mainstream class.  Leuven Scale for Engagement		

Maintenance Agenda Key actions	Stakeholder involvement	Timeline
Work towards achieving 6 <sup>th</sup> Green Flag	Eco Lead and Team	June 2025
Continue to work towards Silver Reading Schools Award	Literacy Lead and Team	June 2025
Work towards achieving Gold Sports Award	Sport Pupil Leadership Team	June 2025
Continue to embed Emotion Works programme	HWB Lead and staff	June 2025
Continue to develop Nurture and Attachment Principles across the school	Nurture Lead and staff	June 2025
Continue to develop Play Pedagogy across the school	Play Pedagogy Lead	June 2024
Continue to work towards Rights Respecting Silver Award	RRS Lead and Team	June 2025
Continue to embed Cost of the School Day	All Staff	June 2025