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School/Centre Improvement Plan	Drongan Primary School
Head Teacher	Sean Maddocks
Senior Education Manager	
Date Submitted	August 2021
Session (Date when each year is written)	2021/22

<p>School's/Centre's Vision and Values:</p> <p><i>(Created in session 2018-19 following a robust consultation process. Recently reviewed with all stakeholders in May 2021 and it was agreed that the vision, values and aims are still relevant and should remain as they are)</i></p>	<div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p style="text-align: center;">In Drongan Primary School and Early Childhood Centre our vision for all is:</p> <p style="text-align: center;">To have a sense of belonging and pride in our local community where everyone is valued and we work together to be the <u>best that we can be</u>.</p> <p style="text-align: center;">Within our school, ECC and local community, the values that we feel are important to instil in all are:</p> <p style="text-align: center;">Teamwork, mutual respect, trust, inclusion, self-belief and resilience</p>
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<p>School Improvement Plan Rationale</p>	<p>The improvement priorities outlined in the school's previous three session's improvement plans were identified as areas for improvement during Education Scotland's initial inspection visit that took place in April 2018 and published in August 2018. Significant progress has been made since then and this was recognised in the follow up inspection findings that was published in November 2019. Education Scotland highlighted that 'the head teacher is providing clear leadership and direction in taking the school forward' and that 'Staff and partners speak positively about a changing culture with people feeling more involved in the life of the school'. Education Scotland also recognised that 'the head teacher and staff are making good progress in addressing a number of the issues identified as points for action in the initial inspection'.</p> <p>Since the follow up inspection in September 2019 we have continued to work hard as an establishment to address the improvement priorities identified. Despite the school closures and the obvious challenges involved in during the pandemic, we are proud of the achievements that we have made as an establishment in relation to addressing the improvement priorities.</p> <p>Based on our self-evaluation process it has been decided collegiately to move away from the improvement priorities outlined in the initial inspection in 2018. However, aspects of these improvement priorities will remain a focus for improvement within the priorities that have been identified in this document.</p> <p>Both session 2019-20 and 2020-21 have been disrupted by the pandemic and school closures. We are proud of how we have responded to this and the engagement that we have had in terms of online / home learning. This is demonstrated in the 2020-21 Standards and Quality report. However, it is clear that this has had an impact on attainment and children's social, emotional and mental wellbeing. Raising attainment in Literacy and Numeracy as well as supporting children's Health and Wellbeing will be the main focus for session 2021-22. We will use our core staffing and PEF allocation effectively to ensure that we work to raise attainment and meet learners' needs in order for all children to achieve their potential. We will build on the work that has been undertaken in HWB as well as introducing further interventions to support children's wellbeing. High-quality learning and teaching, underpinned by our aspirational vision, will continue to be something that remains a continuous focus. Robust and supportive monitoring of learning and teaching, together with staff training and collegiate working will allow us to continue to ensure that there is a consistency of approach and high quality learning experiences for our children across all curricular areas.</p>
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	<p>Through self-evaluation exercises, certain curricular areas have been identified for improvement and development. We have made improvements in the use of Digital Technologies not only to support home learning but also to enhance the day-to-day learning experiences of our learners. This will continue to be a focus for development and improvement. PE and RME have also been identified as curricular areas that will be developed. A pilot of moral education activities has been undertaken in term 4 this session and will be evaluated. Both Principal Teachers have engaged positively with Education Scotland recently to discuss the way forward and our journey in RME and HWB. It was reassuring to hear that our approaches are in line with national guidance and advice.</p> <p>As you will see in the SIP the main priorities are:</p> <ol style="list-style-type: none"> 1. Improved outcomes and attainment in all aspects of literacy for all children. 2. Improved outcomes and attainment in all aspects of numeracy and mathematics for all children. 3. Improved outcomes in HWB for all children. 4. Development of identified areas of the curriculum.
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In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

Consultation on improvement plan includes the following stakeholders:	Completed
Children and Young People	YES
Parent Council and Forum	YES
Teachers, practitioners and ALL school/centre staff	YES
Volunteers/ Community partners	YES
Local bodies representing teachers, staff, volunteers and any	YES

Content of plan	Completed
Takes account of strategic priorities outlined in the education authority's Annual Plan.	YES
Takes account of the strategy for parental involvement under section 2 (4A)	YES
An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	YES
Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	YES
Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for	YES

parent bodies further associated to the school/centre.	
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improvement and in the improvement activities specified	
HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs	YES
There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	YES

Head Teacher/Head of Centre Signature:*S Maddocks*.....

Pupil and parental strategic involvement

<i>For session 2021-22, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i>	<i>For session 2021-22, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i>
<p>Pupil council</p> <p>Other pupil committees including Rights Respecting Schools, Dyslexia Friendly Schools, Health / ECO, Digital Leaders and JRSO</p> <p>Head / Depute boy and girl, P7 Prefects / Buddies and House / Vice Captain responsibilities in the senior school</p> <p>Pupil focus groups throughout the session focusing on aspects of the improvement plan</p> <p>Thrilling Thursday citizenship assemblies</p> <p>Daily conversations between children and SMT focusing on wellbeing indicators and values</p> <p>Pupil wellbeing questionnaire's focusing on the wellbeing indicators throughout the year</p> <p>Glow forms focusing on relevant school issues</p>	<p>Parent Council meeting</p> <p>Curriculum open afternoons / sharing learning sessions</p> <p>Information sessions</p> <p>Parent curriculum workshops</p> <p>Glow forms / surveys relating to school issues</p> <p>Parents' Evening feedback</p> <p>SIP consultation</p> <p>Breakfast blethers</p> <p>V-Scene information events / workshops</p>

Improvement Priority 1 <i>(Expressed as outcomes for learners)</i>	<p>Improved outcomes and attainment in all aspects of Literacy for all children.</p> <p>Ensure high quality learning and teaching within literacy to provide consistency in children's learning experiences where there is appropriate support, pace and challenge.</p>	<p>Rationale for improvement priority based on evidence:</p> <p><i>Effective language and communication skills are essential in enabling children to learn and access the curriculum and are skills needed to facilitate children to be active participants within school, their communities and the wider world. The links between language and literacy are well documented, with evidence identifying a clear link between speech and language difficulties and subsequent literacy difficulties</i></p> <p><i>The school closures in session 2020/21 have had a negative impact on attainment across the establishment. The development and quality assurance of learning and teaching continues to remain a focus.</i></p>
	NIF Priorities Improvement in attainment, particularly in literacy and numeracy	NIF Driver Teacher Professionalism
		HGIOS/ HGIOSELCC QI's for self-evaluation 1.1, 1.2, 1.3,, 1.4, 1.5 2.2, 2.3, 2.4, 2.5, 2.7 3.1, 3.2

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> There will continue to be a key focus on ensuring that there is appropriate pace and challenge with increased differentiation in learning. This will be achieved through robust monitoring of learning, teaching and assessment, collegiate working, staff training opportunities, moderation activities and sharing practice sessions. 	Teaching staff SLT Pupil focus groups	June 2022
<ul style="list-style-type: none"> Ongoing participation in Dylan Williams Tapestry pedagogy to ensure greater relevance in learning and teaching and providing children with skills to talk more confidently about their learning. Teachers will implement strategies in daily classroom practice. 	Lead Teacher PT Teaching staff CA SLT	Ongoing (QA / collegiate working)

		over session 2020/21)
<ul style="list-style-type: none"> • Provide training for new teaching staff in Active Literacy approaches to teaching Phonics, Spelling, Reading, grammar and Daily Writing (P1-7). This includes use of SAC DUG, SAC COW and SAC DEER • Ensure a consistency of approach in teaching or phonics, spelling, reading and daily writing. • Provide opportunities for parents to be more informed and learn together with their children through workshops and family learning opportunities. 	SAC team Teaching staff SLT	Dec 2021
<ul style="list-style-type: none"> • Specific focus on implementing new approaches in daily writing (Active Literacy writing resource SAC COW). Staff will be trained in new writing approaches and will assess against the new EAC criteria. • Increased expectations across the school for handwriting and presentation. 	Teaching staff SLT (tracking and monitoring) SAC team DFS / Inclusive Practice Committee	Dec 2021
<ul style="list-style-type: none"> • Continue to use the East Ayrshire Literacy and English Progression Framework to support the planning of learning pathways for learners, which provides a structured framework for learning and teaching which follows children's developmental progression. • Develop a format to aid progression from planners from early through to second level. • Implement new EAC reading assessments 	Teaching staff SLT Literacy WP	Over session 2021/22
<ul style="list-style-type: none"> • Primary 1 teachers will be familiar with and embed in their practice the national practice guidance for early years in Scotland <i>Realising the Ambition: Being Me</i>. The self-evaluation challenge questions will be used to highlight current strengths and areas for development. 	P1 teaching staff SLT EEL	Over session 2021/22
<ul style="list-style-type: none"> • Provide additional targeted support for identified groups of children who are off track in terms of national expectations. This will be achieved through PEF plan and additional staffing and resources purchased. • Interventions will include: PEF boost support groups focusing on literacy and numeracy 	DHT Teaching staff CAs EAST	Over session 2021/22

Reading Extra CA support (5 minute box, toe-by-toe, word wasp / hornet) EAST support Purchase books suitable for younger readers who are off track Clicker 7		
<ul style="list-style-type: none"> Increased use of digital technologies in literacy through the purchasing of new iPads and laptops. Disband ICT suite to ensure that there is access to digital resources throughout the day to enhance learning. Staff will become familiar with '<i>What Digital Learning Might Look Like</i>' document to inform the development of digital learning. Introduce the use of Learning Journal across P1 - 3 	Teaching staff SLT Digital Leaders(Staff and pupils) CAs	December 2021
Evidence of Impact against outcomes for learners: <ul style="list-style-type: none"> Learners' experiences will have appropriate challenge and will be well matched to their needs and interests There will be increased consistency of high quality learning and teaching where staff and learners have shared expectations and high standards Through effective monitoring together with collegiate and collaborative working, good practice will be identified and shared resulting in improved pedagogy across all stages. Teachers will have a deeper knowledge and understanding of high-quality learning and teaching. This will impact positively on learners' experiences. A culture of change and improvement will continue to be developed where teaching staff share and discuss good practice. A consistency of approach to teaching of literacy will continue to be embedded. Children will enjoy new experiences in writing leading to raised attainment. Consistency of approach to the assessment and progression of all aspects of literacy. Increased parental involvement and engagement in children's learning. Teaching staff will continue to use progression frameworks to inform planning and assessment and to help provide appropriate support and challenge. New format of progression framework will encourage increased pace and challenge resulting in children achieving more. 		

- There will be a consistent high quality approach to learning reflecting the latest research and practice in early years pedagogy and play to support the early level.
Children will enjoy their learning experiences where there is increased opportunities for learning through play.
- Identified groups of children will be supported in their learning.
Targeted interventions will lead to attainment being raised for identified children.
- Learners will have more opportunity to exercise choice, including the increasing use of digital technology and becoming more independent in their learning.
Digital learning will become much more of an integral feature of day-to-day learning.
Children will experience increased enjoyment and choice through the use of digital technologies.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

Improvement Priority <i>(Expressed as outcomes for learners)</i>	<p>Improved outcomes and attainment in all aspects of Numeracy for all children.</p> <p>Ensure high quality learning and teaching in Numeracy to provide consistency in children's learning experiences where there is appropriate support, pace and challenge.</p>	<p>Rationale for improvement priority based on evidence:</p> <p><i>With almost all staff now trained in 'The Raising Attainment in Numeracy' Programme, there are now much clearer methodologies and strategies in the teaching of numeracy across the school.</i></p> <p><i>As this becomes even more embedded and there is further consistency in learning experiences this will lead to increased attainment.</i></p> <p><i>The school closures in session 2020/21 have had a negative impact on attainment across the establishment. The development and quality assurance of learning and teaching continues to remain a focus.</i></p>
NIF Priorities Improvement in attainment, particularly in literacy and numeracy	NIF Driver Teacher Professionalism	HGIOS/HGIOSELCC QI's for self-evaluation 1.1, 1.2, 1.3,, 1.4, 1.5 2.2, 2.3, 2.4, 2.5, 2.7 3.1, 3.2

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> There will continue to be a key focus on ensuring that there is appropriate pace and challenge with increased differentiation in learning. This will be achieved through robust monitoring of learning, teaching and assessment, collegiate working, staff training opportunities, moderation activities and sharing practice sessions. 	Teaching staff SLT Pupil focus groups	June 2022
<ul style="list-style-type: none"> Ongoing participation in Dylan Williams Tapestry pedagogy to ensure greater relevance in learning and teaching and providing children with skills to talk more confidently about their learning. Teachers will implement strategies in daily classroom practice. 	Lead Teacher PT Teaching staff CA SLT	Ongoing Ongoing (QA / collegiate working over

		session 2020/21)
<ul style="list-style-type: none"> Access to training for new staff in using active numeracy approaches to teaching counting, place value, addition and subtraction and multiplication and division. Training provided by Lynda Keith and SAC Numeracy Manager and SAC Numeracy Team. 	SAC team Teaching staff SLT	Dec 2021
<ul style="list-style-type: none"> Develop and implement whole school progression in key concepts and conceptual understanding. This will provide clear guidance together with EAC Frameworks for what is expected to be achieved at each stage. Identify and implement suitable assessments for numeracy to support teacher's judgements. Parent Information Workshops and parent / child sessions to promote development of key concepts Purchase and implement additional resources to support the teaching and assessment of numeracy and mathematics (CLICK: Beat That and Leckie) <p><i>(PT released to lead this and provide Numeracy support to boost groups)</i></p>	PT Numeracy WP Teaching staff	Over session 2021/22
<ul style="list-style-type: none"> All staff to participate in Number Talks refresher: Fractions, Decimals and Percentages Part 1 and Part 2. Ensure that there is a consistent approach to the delivery of Number Talks and mental maths across the school. 	SAC team Teaching staff	October 2021
<ul style="list-style-type: none"> Continue to use the East Ayrshire Numeracy and Mathematics Planners and Framework to support the planning of learning pathways for learners and to support reliable teacher professional judgements – linking to moderation activities and monitoring and tracking information. Develop a format to aid progression from planners from early through to second level. 	Teaching staff SLT Numeracy WP	Over session 2021/22

<ul style="list-style-type: none"> Primary 1 teachers will be familiar with and embed in their practice the national practice guidance for early years in Scotland <i>Realising the Ambition: Being Me</i>. The self-evaluation challenge questions will be used to highlight current strengths and areas for development. 	P1 teaching staff SLT EEL	Over session 2021/22
<ul style="list-style-type: none"> Provide additional targeted support for identified groups of children who are off track in terms of national expectations. This will be achieved through PEF plan and additional staffing and resources purchased. 	DHT Teaching staff CAs EAST	Over session 2021/22
<ul style="list-style-type: none"> Increased use of digital technologies in literacy through the purchasing of new iPads and laptops. Disband ICT suite to ensure that there is access to digital resources throughout the day to enhance learning. Staff will become familiar with 'What Digital Learning Might Look Like' document to inform the development of digital learning. Introduce the use of Learning Journal across P1 - 3 	Teaching staff SLT Digital Leaders(Staff and pupils) CAs	December 2021
<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> Learners' experiences will have appropriate challenge and will be well matched to their needs and interests There will be increased consistency of high quality learning and teaching where staff and learners have shared expectations and high standards Through effective monitoring together with collegiate and collaborative working, good practice will be identified and shared resulting in improved pedagogy across all stages. Teachers will have a deeper knowledge and understanding of high-quality learning and teaching. This will impact positively on learners' experiences. A culture of change and improvement will continue to be developed where teaching staff share and discuss good practice. A consistency of approach to teaching of numeracy will continue to be embedded. Consistency of approach to the assessment and progression of all aspects of numeracy. There will be a clearer understanding of what children should know in each stage. Teachers will have a deeper understanding of the building blocks to numeracy and what concepts should be taught when. 		

Increased parental engagement in their children's learning and a deeper understanding of teaching approaches used in school to allow them to support learning at home.

- There will be a more consistent and regular approach to the teaching of mental maths leading to children being more confident in number facts in line with progression frameworks
- Teaching staff will have a deeper and more consistent understanding of Number Talks strategies.
Consistent implementation of Number Talks across the school.
Children will have improved mental agility and problem solving skills leading to raised attainment.
- Teaching staff will continue to use progression frameworks to inform planning and assessment and to help provide appropriate support and challenge.
New format of progression framework will encourage increased pace and challenge resulting in children achieving more.
- There will be a consistent high quality approach to learning reflecting the latest research and practice in early years pedagogy and play to support the early level.
Children will enjoy their learning experiences where there is increased opportunities for learning through play.
- Identified groups of children will be supported in their learning.
Targeted interventions will lead to attainment being raised for identified children.
- Learners will have more opportunity to exercise choice, including the increasing use of digital technology and becoming more independent in their learning.
Digital learning will become much more of an integral feature of day-to-day learning.
Children will experience increased enjoyment and choice through the use of digital technologies.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session

Improvement Priority (Expressed as outcomes for learners)	In developing the curriculum there will be a clear emphasis on promoting the skills and attributes of children as learners. The curriculum will be planned to reflect the curriculum rationale and the local context.	Rationale for improvement priority based on evidence: <i>Education Scotland identified the important next step of creating an aspirational curriculum rationale that fully reflect Curriculum for Excellence. Developing the curriculum remains an identified priority where the impact of changes need to be monitored closely.</i>
NIF Priorities Improvement in employability skills and sustained, positive school leaver destinations	NIF Driver School improvement	HGIOS/HGIOSELCC QI's for self-evaluation 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Curriculum development will be informed by the recently created Curriculum Rationale, which is underpinned by the establishment vision, values and aims. Curriculum review and development will challenge assumptions and some protected values and beliefs. 	All staff	Ongoing
<ul style="list-style-type: none"> Increased opportunities for learners to engage with the world of work in line with Developing Young Workforce. Establish new links and build on existing partnership with council services and local businesses directly engaging with the school to provide real-life work-based learning opportunities for our learners. Provide learners with opportunities outside the classroom environment and invite visitors into school to support learning experience <p><i>(This is a continuation from previous session due to school closures and restrictions. Good work had taken place here in session 2019/20 and we will look to build on this)</i></p>	HT DHT PTs Teaching staff Pupil committees	May 2022

<ul style="list-style-type: none"> • Audit of Digital Literacy experiences and resources across the school. • Work with EAC to redistribute devices from ICT suite to maximise use in classrooms (classrooms will move from one device to three being available at all times) • Engage with Digital Learning frameworks as a whole staff team to ensure consistency of approach and coverage of skills. • Use of PEF funding to purchase new devices / resources to support current digital technologies infrastructure and provide increased access and equity for all learners • Revise current practice in Digital Technologies and build on work undertaken in previous session. • Explore experiences and outcomes and cluster these to support the learning experiences in this area in line with other curricular areas. Increased awareness of how experiences and outcomes can be linked to other curricular areas. • Evaluate digital learning experiences across the school. 	P2 CTs PT Teaching staff Digital Leader's pupil group	May 2022
<ul style="list-style-type: none"> • Audit of RME experiences and resources across the school • Fully embed newly created RME programme • Evaluate the term 4 pilot of RME focusing on moral aspects of this curricular area and make any necessary changes • Continue to relate and promote establishment vision, values and aims and SHANARRI wellbeing indicators to the learning experiences in RME 	PT and P2 CT HT Teaching staff Pupil committees	May 2022 (pilot of new moral education resources taking place April – June 2021)
Evidence of Impact against outcomes for learners <ul style="list-style-type: none"> • Curriculum Rationale will be key driver when aspects of the curriculum are being developed. Children will be encouraged to be aspirational and clear skills progression will be evident. • Children will have an increased awareness of the world of work and will have opportunities to develop employability skills Children will participate in a wider variety of learning experiences. This will inspire learners to be aspirational and will ignite passion and ambition in young people in relation to the world of work. • Increased experiences for children to access digital technology as it becomes an integral part of day-to-day learning and teaching. Children will develop skills in digital technologies and be able to apply them to other curricular areas and real life situations. 		

There will be increased coverage of Digital Technology experiences and outcomes.

All children will have access to digital technologies.

- Children will enjoy learning experiences in RME that are much more relevant to their lives and the local and wider community that they live in.

Children will have increased opportunities to discuss moral issues relating to their lives.

A culture of mutual-respect will continue to be developed based on the establishment vision, values and aims.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Improved outcomes in Health and Wellbeing for all children. Monitor and track children’s wellbeing ensuring that appropriate interventions are made and their impact evaluated.	Rationale for improvement priority based on evidence:		
NIF Priorities Improvement in children and young people’s health and wellbeing	NIF Driver School Leadership	HGIOS/ HGIOSELCC QI’s for self-evaluation 1.1, 1.2, 1.3,, 1.4, 1.5 2.2, 2.3, 2.7 3.1, 3.2		
What actions are required to reach the desired outcome?		Who	When	
<ul style="list-style-type: none"> • Maintain the improved culture of mutual respect in line with the establishment vision, values and aims, wellbeing indicators and UN Rights of the Child articles. Work towards achieving Silver accreditation in Rights Respecting Schools initiative. • Continue to promote wellbeing indicators across the establishment with increased opportunities for reflection and discussion of pupils’ wellbeing. • Ensure ‘Responsibility of All’ approach by linking H&W outcomes, wellbeing indicators and pupils’ rights into daily teaching. 		PT RRS Committee All staff	May 2022	
<ul style="list-style-type: none"> • Ensure that the recently introduced monitoring and tracking of children’s wellbeing is having an impact and that appropriate interventions are being made. • The reintroduction of collaborative assemblies will allow a whole-school focus on wellbeing indicators that score lowest on average across the school. 		PT HT / DHT Teaching staff Pupil Committees	Dec 2021	
<ul style="list-style-type: none"> • Audit of PE curriculum and learning experiences across the school • Audit of PE resources and equipment • Review and implementation of PE programme in line with EAC progression frameworks taking into account the seven principles of curriculum design. • Purchase new resources to support the effective delivery of PE across all stages • Access appropriate training in teaching various aspects of PE / Sports activities 		DHT PE working party All teaching staff Health / Eco Committee	May 2022	

<ul style="list-style-type: none"> Evaluate the implementation of new PE programme and the effective use of resources 	Active Schools	
<ul style="list-style-type: none"> The development of the RME programme will provide children with further opportunities to explore diversity and to challenge protected values and beliefs. Identified books piloted in term 4 will encourage children to demonstrate the shared values of the school and continue to promote these. Whole school citizenship assemblies, pupil groups and visitors will provide children with wider experiences linked to these themes. 	PT / CT Teaching staff Pupil Council SLT	May 2022
<ul style="list-style-type: none"> Invest in the outdoor school environment to develop the school grounds to help promote positive relationships and wellbeing. Increased use of the outdoor spaces to provide outdoor learning experiences across the curriculum. Parent / child sessions to improve and promote the use of the outdoor areas. 	PT Teaching staff Support staff	May 2022
<ul style="list-style-type: none"> PT trained in LIAM (Let's Introduce Anxiety Management) Identified groups of children will participate in this 8 week block intervention 	PT	Oct 2021
<ul style="list-style-type: none"> Class Teacher trained in Seasons for Growth Identified groups of children will participate in this intervention 	CT	Oct 2021
<ul style="list-style-type: none"> Continue our Dyslexia Friendly Schools approach with a focus on inclusion for all children where there is a sense of mutual respect. Embed the good practice that has been established on our journey to achieving gold accreditation. 	Teaching Staff DHT DFS / Inclusion Committee	December 2021

Evidence of Impact against outcomes for learners

- Established positive relationships and improved culture of working will impact positively on whole school performance and children's every day experiences.
Children can confidently talk about their own wellbeing with reference to wellbeing wheels and wellbeing webs that are being used consistently throughout the school.
Staff and children will be aware of and have a greater understanding of how the wellbeing indicators, children's rights and the H&W outcomes link together to encourage positive wellbeing that can be promoted through daily learning and teaching.
- Children will have opportunities to discuss their wellbeing
Children's wellbeing needs will be highlighted and relevant interventions / actions made to support them
Thrilling Thursday assemblies will allow children to discuss whole school issues together and in their groups, leading to an improved culture
- Children will experience a wider breadth of PE activities where they will benefit from the use of new equipment.
There will be clearer guidance for teaching staff ensuring that there is progression of skills as children move through the stages.
Teaching staff will be upskilled in the delivery of PE curriculum
- Children will enjoy more relevant RME experiences
Children will be provided with opportunities to explore and discuss issues around diversity and tolerance, informing their own beliefs and values.
Children will develop deeper understanding and awareness of world religions and respect other people's beliefs and values.
- Identified children will develop the skills and be provided with the tools to manage anxiety
Identified children will develop resilience and demonstrate more confidence and independence when faced with challenges.
- Identified children will be provided with the tools to cope and deal with change and loss in their lives
Identified children will develop resilience when faced with situations where they experience change and loss and will be able to talk more openly about their experiences

Drongan Primary School – SIP Summary 2021-22

1. Improved outcomes and attainment in all aspects of Literacy for all children.

Ensure high quality learning and teaching within literacy to provide consistency in children's learning experiences where there is appropriate support, pace and challenge.

- Implement new approaches to writing and grammar
- Provide targeted interventions for identified groups of children
- Increased use of Digital Technologies in Literacy activities

2. Improved outcomes and attainment in all aspects of Numeracy for all children.

Ensure high quality learning and teaching in Numeracy to provide consistency in children's learning experiences where there is appropriate support, pace and challenge.

- Ensure a consistency of approach when delivering key concepts and Number Talks strategies
- - Provide targeted interventions for identified groups of children
- Increased use of Digital Technologies in Literacy activities



Our shared vision is:

To have a sense of belonging and pride in our local community where everyone is valued and we work together to be the best that we can be.

Our agreed core values are: Teamwork, mutual respect, trust, inclusion, self-belief and resilience



3. Improved outcomes in Health and Wellbeing for all children.

Monitor and track children's wellbeing ensuring that appropriate interventions are made and their impact evaluated.

- Work towards RRS Silver accreditation
- Develop and implement PE curriculum
- Develop outdoor spaces
- Implement interventions to support children to manage anxiety and cope with loss or change

4. In developing the curriculum there will be a clear emphasis on promoting the skills and attributes of children as learners. The curriculum will be planned to reflect the curriculum rationale and the local context.

- Provide children with opportunities to learn about and experience the world of work
- Increased use of Digital Technologies across all curricular areas
- RME curriculum development will provide children with the opportunity to discuss important issues