



Drongan Primary School



Establishment Improvement Plan

2023/24



Believe
YOU CAN
AND
YOU'RE HALFWAY
There

School Improvement Plan	Drongan Primary School & ECC
Head Teacher	Mr Sean Maddocks
Date Submitted	Submitted to Head of Education on: June 2023
Session (Date when each year is written)	2023/24

<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-between; 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 shared 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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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	Yes

parent bodies further associated to the school/centre.	
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considered when planning for 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 Signature: *S Maddocks*

Pupil and parental strategic involvement

<p><i>For session 2023-24, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i></p>	<p><i>For session 2023-24, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i></p>
<p>Various pupil committees including Pupil Council, Rights Respecting Schools, Dyslexia Friendly Schools, Outdoor / ECO, Digital Leaders and JRSO</p> <p>School leaders including 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 meetings</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> <p>Parent / child play events</p>

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Raising Attainment, particularly in Literacy and Numeracy Primary: Improved outcomes in Literacy and Numeracy for all pupils ECC: <i>UNCRC Articles: 28 - right to education,, 29 - Goals of education,2 - non-discrimination, 3 best interests of the child</i>	Rationale for improvement priority based on evidence: Through self-evaluation and quality assurance processes, differentiation has been identified as an area for further development. Evaluating and improving the quality of learning and teaching will allow us to strive towards excellence for all in Drongan Primary School and ECC. 'The quality of teaching is a key factor in improving children and young people's learning and the outcomes they achieve...and is an essential element to raise attainment for all children and young people.' (NIF 2019)
NIF Priorities Improvement in attainment, particularly in literacy and numeracy	NIF Driver Teacher and Practitioner Professionalism Curriculum and Assessment School and ELC Improvement Parental Engagement	HGIOS/ HGIOSELCC QIs for self-evaluation 1.1, 1.2, 1.3, 1.5 2.2, 2.3, 2.4, 2.5, 3.1, 3.2

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Further develop consistent approaches to high quality learning and teaching through participation in Education Scotland Adaptive Learning Pilot and EAC Leaders of Learning programme. Professional learning, robust quality assurance and self-evaluation processes will be undertaken to measure impact of programmes. 	SLT PT Lead Lead Teacher Teaching Staff	May 2024
<ul style="list-style-type: none"> Participate in moderation activities both at school and Education Group Level. 	All staff	May 2024
<ul style="list-style-type: none"> Fully implement whole school Talking and Listening learning, teaching and assessment approaches across all stages. Use assessment criteria created and piloted in previous session. 	Teaching Staff Lit Working Party	May 2024

<ul style="list-style-type: none"> Evaluate and review current reading programme. Consult with all stakeholders with a view to increasing engagement in reading across the school. Further develop consistent approaches to homework. Consult with all stakeholders in order to develop a clear policy, which reflects the circumstances of our families and our shared vision for all. Review our Assessment Framework, taking into consideration additional assessments that are now available. Create a revised Assessment Framework providing a broader overview of assessments to be undertaken during school session. Evaluate and review our approaches to teaching of 1 + 2 Languages with a view to developing more consistent learning experiences with clear progression. Review and revisit the approaches to the learning, teaching and assessment of Numeracy and Mathematics that have been developed and implemented in recent years. 	PT Lead	December 2024
	Lit Working Party Teaching Staff SLT Parents / carers	
	HT Teaching Staff Parents / carers	October 2024
	DHT Teaching Staff	May 2024
	Lit Working Party NCCT Teacher Teaching Staff	May 2024
	PT Lead Teaching Staff CAs	December 2024

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
Investment in reading resources following a consultation process with all stakeholders.	Ensure equity and increase engagement in reading both in school and at home.	DHT All staff Pupils Parents	October 2023

0.6FTE CT upgraded to PT	PT will lead Literacy WP to further embed and develop approaches to Literacy	PT Lit WP	May 2023
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Evidence of impact against outcomes for learners.

- There will be a coherent and consistent approach to the learning, teaching and assessment of Listening and Talking. Teaching staff will be clear about assessment processes and the criteria required as children progress through the stages.
- Teaching staff will have increased shared understanding of the moderation cycle and have shared standards when it comes to planning of learning, teaching and assessment.
- Children will have increased engagement and enjoyment in reading both at school and at home leading to improved attainment in reading across all stages.
- High quality learning experiences will be provided for all pupils where there is effective use of differentiation and appropriate pace and challenge.
Professional learning will have increased all teaching staff's understanding of the benefits of adapting planning, teaching and assessment to meet the needs of their learners and how to do this effectively.
Observations of teaching practice and planning will evidence an increase in the use of adaptive teaching strategies to meet learner's needs from previous observation records.
- There will be clear and consistent approaches to homework leading to increased engagement and uptake in the completion of homework activities.
- A revised Assessment Framework will be created that includes newly available assessment resources. All staff will be clear about what assessments have to be undertaken and when and pupil progress will be tracked effectively using assessment information.
- Pupils will enjoy learning about and will have a richer knowledge of other languages.
- There will be a clear understanding of and a consistent approach to the teaching of Numeracy and Mathematics across all stages.

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

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p>Increased in sustained positive destinations and employability skills</p> <p>Primary School: Increase and enhanced opportunities for pupils to develop skills for life, learning and work.</p> <p><i>UNCRC Articles: 12 – Right to an opinion, Article 17 - Collect information from the media and be protected from information that could harm you, 28 - right to education,, 29 - Goals of education</i></p>	<p>Rationale for improvement priority based on evidence</p> <p>In Drongan Primary and ECC we continue to develop a Broad General Education in order to deliver Curriculum for Excellence as effectively as possible. Increased ASN has led to the school embarking on Communication Friendly journey to ensure improved outcomes for all.</p> <p>Following the pandemic, we aim to continue to re-establish and build on existing partnerships while establishing new links with local and wider community and businesses. This, together with continuing to develop the Digital Technologies capacity, will develop further skills in our pupils that will eventually prepare them for the world of work as we develop our young workforce.</p>
<p>NIF Priorities Improvement in employability skills and sustained, positive school leaver destinations</p>	<p>NIF Driver School improvement</p>	<p>HGIOS/HGIOSELCC QIs for self-evaluation 1.1, 1.2, 1.3, 1.5 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.3</p>

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Embark on our Communication Friendly Schools journey working in partnership with EAC Speech and Language and Educational Psychologist teams. Carry out an audit of current practice and create action plan with a view to targeting children with impoverished speech and language skills. Continue to re-establish and build on links with a wide range of local and wider community partners who could support pupils' learning experiences. Explore joint working opportunities with parents and families who have particular skills, knowledge and expertise. 	<p>PT Lead All staff</p> <p>SLT All staff</p> <p>SLT All staff</p>	<p>May 2024</p> <p>May 2024</p> <p>May 2024</p>

<ul style="list-style-type: none"> Organise a 'World of Work Week' where local and wider community partners and businesses as well as identified parents and carers can provide valuable experiences and knowledge to our pupils. Access Promethean training for all teaching staff. Organise a 'Digital Schools Week' led by pupil committee and lead staff member. Explore and engage with Digital Technologies curriculum to ensure depth and coverage. Further embed whole school PE overview and create a new rationale based on the work that has been carried out in this curricular area. Engage with and utilise PE Assessment tool in order to evaluate pupil progress and coverage of skills. Review our approaches to delivery of Art & Design with the view to creating an overview for each stage. Purchase resources to support the delivery of Art & Design. 	<p>HT DHT</p> <p>DHT Digital WP Digital Committee</p> <p>DHT PE WP Teaching staff</p> <p>Lead teacher DHT</p>	<p>October 2023</p> <p>May 2024</p> <p>May 2024</p> <p>May 2024</p>
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PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
<ul style="list-style-type: none"> Purchase new resources for Art & Design and PE. 	<ul style="list-style-type: none"> Ensure that all pupils have access to a wide range of activities that will help them to develop their skills. 	<p>Lead teacher DHT</p>	<p>May 2024</p>

Evidence of Impact against outcomes for learners

- There will be more communication friendly learning environments where classrooms are organised in line with Communication Friendly guidance.
- There will be effective communication where adults reflect on their manner of interactions with pupils and positive communication is supported.
- Staff will develop their skills, knowledge and understanding in Communication Friendly Schools through various CLPL opportunities.
- Pupils will gain from the experience of visiting or being visited by businesses and people with relevant expertise and experience of the world of work.
- Children will continue to become more aware of the various opportunities in the world of work and what is required to work in various professions.
- Teaching staff will be more confident in the use of Promethean boards and Digital Technologies.
- Children will experience a wider range of experiences that are enhanced by the use of digital technologies and they will develop skills in this area.
- Children will access PE and Art curriculum experiences and outcomes and will enjoy using new resources and equipment. They will have increased opportunity to develop skills and confidence in these curricular areas.

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>	Ensuring the health and wellbeing of all young people Primary: Improved wellbeing for all pupils. <i>UNCRC Articles:</i> <i>1 – All children have rights, 3 – Adults should do what is best for you, 12 – Right to an opinion, 14 – Choose your own religion and beliefs, 19 – Protected from harm, 39 – Help if you’ve been hurt, neglected or badly treated</i>	Rationale for improvement priority based on evidence In Dronan Primary we have worked hard to ensure that we best meet learners’ needs. There has continued to be an increased need of social, emotional and behaviour need during and following the pandemic as children and families adjust back to normal life. We will continue to build on the implementation of our nurture provision while reviewing and ensuring that previous initiatives are consistently in place across the school to support children’s wellbeing.
NIF Priorities Improvement in children and young people’s health and wellbeing	NIF Driver Teacher Professionalism	HGIOS/HGIOSELCC QIs for self-evaluation 1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.7 3.1

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> • Continue to monitor and track pupil wellbeing effectively using systems and approaches that are now embedded. • Continue implement and deliver new and established suitable interventions for identified pupils to support wellbeing. • Revisit and review the work that has been undertaken in HWB in recent years, ensuring that all good practice is being delivered consistently across all stages. 	Teaching staff PT Lead All staff Teaching Staff PT Lead DHT SLT All Staff	Ongoing Ongoing December 2023

<ul style="list-style-type: none"> • Further develop the nurture provision that was established last session providing targeted support to identified pupils with SEBN. • Continue our Rights Respecting Schools journey with a view to achieving gold accreditation in term 1. • Continue our work to develop our outdoor spaces and environment and further explore outdoor learning / education opportunities. 	SLT PT Leads EAST Teacher CAs	May 2024
	PT Lead All Staff RRS Committee	October / Ongoing
	SLT Lead Teacher Outdoor Committee	May 2024

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
Further resource the Nurture provision.	Pupil's needs will be met in a well-resourced, nurturing environment.	PTs	Ongoing
Consult with all stakeholders to inform investment in the outdoor areas.	Pupils will continue to enjoy and contribute to the outdoor areas and their wellbeing will be supported by this.	SLT Lead Teacher Outdoor Committee	Ongoing
0.6FTE CT upgraded to PT	PT will drive forward improvement priorities in HWB including leading RRS	PT RRS Committee	Ongoing

Evidence of Impact against outcomes for learners

- Children will be supported with identified wellbeing needs. Interventions will lead to improved wellbeing across the school.
- All children in the school will feel nurtured and supported on a daily basis when in class and moving around the school.
- Identified children will be supported to meet social, emotional and behavioural needs leading to increased engagement and attendance in school.
- Drongan Primary will be recognised as a gold standard Rights Respecting School and the positive work from this will permeate through the school.
- Pupils will enjoy being in our outdoor spaces and will enjoy outdoor learning / education experiences.

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Closing the poverty related attainment gap Primary: Increase and enhance support and intervention for identified groups of children to allow them to achieve their full potential. ECC: <i>UNCRC Articles:</i> 12 – Right to an opinion, 26 – Right to help if you are in need, 28 – Right to a good quality education,	Rationale for improvement priority based on evidence In line with NIF 2019, we in Drongan Primary School aim to ‘deliver both excellence in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest level, whilst also delivering equity so that every child and young person thrive and have the best opportunity to succeed.’ Through effective data analysis and self-evaluation we will identify priorities to ensure that we do everything we can to work towards this vision.
NIF Priorities Closing the attainment gap between the most and least disadvantaged children	NIF Driver Assessment of children’s progress	HGIOS/HGIOSELCC QIs for self-evaluation 1.1, 1.2, 1.3, 1.4, 1.5 2.2, 2.3, 2.4, 3.1, 3.2,

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Staff at all levels will engage with, understand and analyse pupil data to identify areas of strengths and areas for support and intervention. 	SLT Teaching Staff CAs	May 2024
<ul style="list-style-type: none"> Continue to identify gaps in attainment and provide additional support to identified groups of children. 	SLT Teaching Staff	Ongoing
<ul style="list-style-type: none"> Further develop our nurture provision to enable identified children to receive additional support both academically and with regards to SEBN and academically. 	PT Leads EAST Teacher CAs	October 2024

<ul style="list-style-type: none"> Continue to utilise support staff expertise to provide targeted support for identified boost groups in literacy and numeracy. Continue to offer Reading Extra intervention for identified groups. Ensure that the impact of interventions are measurable, highlighting progress made by identified pupils through robust quality assurance processes. Utilise PEF funding to purchase new resources to support children in their learning. Continue to explore new and top up existing resources. Continue to promote and support attendance in school for all pupils through working with children, families and Home Link Worker. 	DHT CAs	Ongoing
	SLT Teaching Staff CAs	May 2024
	SLT PTs Teaching Staff Clerical	Ongoing
	All Staff Parents / carers	Ongoing

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
1.5FTE additional class teacher and 2 FTE classroom assistants paid for using PEF.	Increased academic support and intervention leading to improved outcomes for identified pupils.	DHT All staff	May 2023
Release identified members of staff to support SEBN across the school.	Identified pupil's social, emotional and behavioural needs will be met more effectively.	DHT PT Teaching Staff Support Staff	Ongoing
Continue to purchase new learning resources to support delivery of BGE.	Pupils will have access to an equitable and welcoming learning environment.	SLT Teaching Staff Support Staff	Ongoing

Evidence of Impact against outcomes for learners.

- Increased staff confidence in the use of and analysis of attainment data.
- Pupils will feel supported in their learning and be provided with the opportunity to fulfil their potential.
- Pupil's social, emotional and behaviour needs will be supported on a daily basis, leading to increased engagement in school life.
- Pupil attainment will be raised with more children on track in Literacy and Numeracy.
- Impact of interventions will be measured to ensure that they are having a positive result.
- Pupils will enjoy using new resources leading to increased engagement in learning.
- Attendance will be increased across the school.

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



Summary of Improvement Plan

Raising Attainment, particularly in Literacy and Numeracy	Increased in sustained positive destinations and employability skills
<ul style="list-style-type: none"> • Further develop consistent approaches to high quality learning and teaching through participation in Education Scotland Adaptive Learning Pilot and EAC Leaders of Learning programme. • Further develop consistent approaches to homework. Consult with all stakeholders in order to develop a clear policy, which reflects the circumstances of our families and our shared vision for all. • Review our Assessment Framework, taking into consideration additional assessments that are now available. • Evaluate and review our approaches to teaching of 1 + 2 Languages with a view to developing more consistent learning experiences with clear progression. • Review and revisit the approaches to the learning, teaching and assessment of Numeracy and Mathematics that have been developed and implemented in recent years. 	<ul style="list-style-type: none"> • Embark on our Communication Friendly Schools journey working in partnership with EAC Speech and Language and Educational Psychologist teams. • Continue to re-establish and build on links with a wide range of local and wider community partners who could support pupils' learning experiences. • Explore joint working opportunities with parents and families who have particular skills, knowledge and expertise. • Organise a 'World of Work Week' where local and wider community partners and businesses as well as identified parents and carers can provide valuable experiences and knowledge to our pupils. • Access Promethean training for all teaching staff. Organise a 'Digital Schools Week' led by pupil committee and lead staff member. • Review our approaches to delivery of Art & Design
Ensuring the health and wellbeing of all young people	Closing the poverty related attainment gap
<ul style="list-style-type: none"> • Continue to monitor and track pupil wellbeing effectively using systems and approaches that are now embedded. • Revisit and review the work that has been undertaken in HWB in recent years, ensuring that all good practice is being delivered consistently across all stages. • Further develop the nurture provision that was established last session providing targeted support to identified pupils with SEBN. • Continue our Rights Respecting Schools journey with a view to achieving gold accreditation in term 1. • Continue our work to develop our outdoor spaces and environment and further explore outdoor learning / education opportunities. 	<ul style="list-style-type: none"> • Continue to identify gaps in attainment and provide additional support to identified groups of children. • Continue to utilise support staff expertise to provide targeted support for identified boost groups in literacy and numeracy. • Ensure that the impact of interventions are measurable, highlighting progress made by identified pupils through robust quality assurance processes. • Utilise PEF funding to purchase new resources to support children in their learning. • Continue to promote and support attendance in school for all pupils through working with children, families and Home Link Worker.