



Drongan Primary School

Establishment Improvement Plan

2024/25



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School Improvement Plan	Drongan Primary School & ECC
Head Teacher	Mr Sean Maddocks
Date Submitted	Submitted to Chief Education Officer on : June 2024

School/ Centre Vision and Values	 <p>In Drongan Primary School and Early Childhood Centre our vision for all is:</p> <p>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>Within our school, ECC and local community, the shared values that we feel are important to instil in all are:</p> <p>Teamwork - Mutual Respect – Trust – Inclusion - Self-belief - Resilience</p>  <p>WE ARE A UNICEF GOLD RIGHTS RESPECTING SCHOOL</p> <p>Children's rights are learned, understood and lived in this school.</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 considered when planning for	Yes

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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

<p><i>For session 2024-5, 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 2024-5, 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, Inclusive Practice, Outdoor / ECO and Digital Leaders</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 as well as HGIOS / HGIOURS quality indicators</p> <p>Thrilling Thursday citizenship assemblies and committee afternoons</p> <p>Daily conversations between children and SLT focusing on wellbeing indicators and values</p> <p>Pupil wellbeing questionnaire's focusing on the wellbeing indicators throughout the year</p> <p>Whole school interactive wellbeing wheel</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>Parent / child play events</p> <p>HT attends Community Council and Community Association meetings</p>

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Improvement Priorities All children will experience high-quality learning and teaching.	Education Service Improvement Plan 1: Our Leadership We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom, playroom and centre.
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What actions are required to reach the desired outcome?	Who	When
<p>The self-evaluation exercise has shown that 1.3 Leadership of Change as very good. This was validated through the recent authority learning visit.</p> <ul style="list-style-type: none"> • All staff will engage with GTCS standards as part of PRD process. Staff targets will continue to link to whole school priorities. All staff will have responsibility for staff and pupil working groups. • All staff will have access to relevant high-quality professional learning within the collegiate calendar. This will include in house CLPL, Education Group moderation activities, local authority and national offers of CLPL. • Staff will be given opportunities to share practice with each other. • Current Leader of Learning will continue to attend local authority sessions and disseminate information across all staff. This will be achieved by allocating 3 – 4 collegiate sessions. • All staff will participate in moderation across the education group across all levels. • Pupils will contribute to improving learning through Pupil Committee afternoons, Thrilling Thursday assemblies and pupil focus groups. 	<p>Teaching staff SLT</p> <p>SLT Teaching staff</p> <p>Teaching staff Support staff</p> <p>Leader of Learning SLT Teaching staff</p> <p>PLTA Steering Group, HT Teaching staff</p> <p>SLT Teaching staff Pupils Support staff</p>	<p>October 2024</p> <p>Sept 2024 - May 2025</p> <p>Sept 2024 - May 2025</p> <p>Sept 2024 - May 2025</p> <p>Oct 2024 Feb 2025</p> <p>Ongoing</p>

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

Measures:

- In school quality assurance processes / quality assurance calendar
- Pupil focus groups documentation
- PRDs
- Self-evaluation exercises
- CLPL participation at school, local and national level
- Learning observation documents
- Collegiate calendar
- Glow forms

Evidence of Impact against outcomes for learners:

- 80% of children from pupil focus groups report that features of highly effective practice are evident in their learning experiences.
- Peer and SLT learning observations will show that the 5 key strategies are evident in 80% across all stages.
- There will be evidence of shared practice having a positive impact on learning experiences.
- Staff confidence in delivering high-quality learning experience will increase.
- Teachers will be more confident in their professional judgement and shared understanding of achievement of a level.
- Leader of learning will develop leadership skills as demonstrated in staff sessions.
- Pupil voice informs and drives forward change.

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

<p>Improvement Priorities</p> <p>All children will experience a relevant curriculum and have opportunities to make decisions about what they learn, especially in IDL.</p>	<p align="center">Education Service Improvement Plan Priority 2: Teaching and Learning Together</p> <p>Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.</p>		
<p>What actions are required to reach the desired outcome?</p>	<p>Who</p>	<p>When</p>	
<ul style="list-style-type: none"> • A full consultation process with all stakeholders will take place to review and create a refreshed Curriculum Rationale. • All staff will access relevant professional learning. • Identify and develop opportunities to increase pupil led learning. This will be informed by staff discussions and whole school self-evaluation exercises. • Work in partnership with parents and partners to provide appropriate links between schools and communities. For example parent visits and talks, parent workshops and educational excursions. Seek ways to continue to reduce the cost of the school day. 	<p>HT All staff All stakeholders</p> <p>SLT All staff</p> <p>Teaching staff SLT Pupils</p> <p>SLT Teaching staff Support staff Parent / partners / community groups</p>	<p>Sept 2024 - May 2025</p> <p>Sept 2024 - May 2025</p> <p>Sept 2024 - May 2025</p> <p>May 2025</p>	

<ul style="list-style-type: none"> Review and update Social Studies topics. Review approaches to marking and feedback. Review and update establishment assessment overview. CLPL and sharing practice sessions will take place focusing on the delivery of Numeracy in upper stages. All staff will increase their use Digital Technologies in day-to-day practice. 	SLT Teaching Staff Pupils Parents / partners	May 2025
	Leader of Learning Teaching staff	Sept 2024 - May 2025
	DHT Teaching staff	May 2025
	PT Numeracy Lead Teaching Staff	Sept 2024 - May 2025
	Digital lead All staff Digital committee	May 2025

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

Measures: <ul style="list-style-type: none"> Glow forms / participation levels of consultation process Self-evaluation documentation

- Consultation documentation
- Pupil focus groups
- Assessment overview
- Social Studies backdrop planner
- Learning / peer observation paperwork
- Tracking and monitoring paperwork
- Collegiate calendar

Evidence of Impact against outcomes for learners:

- A revised, aspirational Curriculum Rationale will be created informing future curriculum design.
- Improved learning experiences for all pupils, which are more meaningful and relevant while at a low or no cost.
- Staff will be more confident in facilitating pupil led learning.
- There will be increased evidence of pupil led learning.
- All pupils will be able to articulate their working level within BGE.
- Pupils will be more informed of how to improve in their learning leading to attainment being raised.
- Increased use of manipulatives and pictorial representations when teaching Numeracy in upper primary.
- Increased evidence of Digital Technologies being used to enhance learners' experiences.

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

<p>Improvement Priorities</p> <p>All children will feel nurtured and be able to articulate this.</p> <p>Overall wellbeing ratings will improve in: Achieving from 4.5 – 4.7 Nurtured from 4.5 – 4.7 Respected from 4.4 – 4.6 (ratings are out of 5)</p>	<p align="center">Education Service Improvement Plan Priority 3: Our wellbeing and belonging</p> <p>We want all of our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.</p>
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What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> All staff will access high-quality professional learning focusing on nurture principles. 	Ed Psych PT Teaching staff	Sept 2024 - May 2025
<ul style="list-style-type: none"> Pupil wellbeing will be tracked and monitored with appropriate interventions implemented where necessary. 	PT Teaching staff	Ongoing
<ul style="list-style-type: none"> New staff members will be made aware of HWB processes and curricular frameworks and the expectations in relation to being ‘duty bearers’ and upholding the rights of the children including ‘The Promise’. 	PT Teaching staff	September 2024

<ul style="list-style-type: none"> Continue the journey to becoming an accredited Communication Friendly School. 	PTs Inclusive Practice Committee All staff	May 2025
<ul style="list-style-type: none"> Maintain and promote RRS Gold standards across the school. 	SLT PT RRS Committee All staff	Ongoing
<ul style="list-style-type: none"> Identify and introduce new ways to celebrate pupil achievements. 	All staff	May 2025
<ul style="list-style-type: none"> Work in partnership with local community group to develop and maintain a school and community garden. 	HT DHT Outdoor Committee	October 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
<p>Outcome: All children will feel nurtured, included and supported. Overall attendance percentage will increase as detailed above.</p> <p>Actions:</p> <ul style="list-style-type: none"> 0.6FTE PT enhancement funded through PEF 0.7FTE CT funded through PEF PT will continue to oversee the effective tracking of pupil wellbeing. PT will be a lead member of staff in school's nurture provision. 	<p>Measures:</p> <ul style="list-style-type: none"> HWB pupil data Nurture TTs Tracking paperwork Pupil surveys Attendance data <p>Evidence of impact:</p> <ul style="list-style-type: none"> Identified pupils will feel included and supported Identified pupils will build resilience 	PT SLT All staff	Ongoing

	<ul style="list-style-type: none"> Nurture principles will be evident in all classes 		
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Measures:

- Staff participation in CLPL
- Collegiate Calendar
- Pre / post pupil and parent surveys
- Pupil wellbeing web data
- ASN Calendar / Child's Plans
- Communication Friendly Schools audit
- Environmental / nurture checklists
- Pupil focus groups
- Evidence of RRS articles
- Class charters
- Community garden

Evidence of Impact against outcomes for learners:

- Nurture principles will be evident in all classes
- Teachers will be more confident in the use of nurturing approaches and its language
- Pupils will benefit from and enjoy a nurturing learning experience
- Identified pupils will be supported with relevant interventions.
- Identified pupils will feel more included in their learning environment.
- Reduction in frequency of pupils demonstrating dysregulated behaviour.
- Garden will be created and maintained effectively improving outdoor areas and contributing to pupil / staff wellbeing.
- Overall pupil wellbeing will be improved as shown in table below:

Wellbeing Indicator	2023/24 Rating (out of 5)	2024/25 Rating (out of 5)
Achieving	4.5	4.7
Nurtured	4.5	4.7
Respected	4.4	4.6

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

<p>Improvement Priorities</p> <p>Overall attainment in writing will improve in: P1-7 by 6pp (74 – 80%) P5 by 5pp (69 – 74%) P6 by 5pp (66 – 71%) Increase overall attendance by 2pp (91 – 93%)</p>	<p>Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements</p> <p>We want the very best for all of our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels.</p>
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What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> • All staff will complete a self-evaluation exercise and audit of writing. 	Literacy Lead All staff	October 2025
<ul style="list-style-type: none"> • All staff will access high-quality professional learning focusing on teaching and assessment of writing. 	EAC Lit Lead SLT All staff	Sept 2024 - May 2025
<ul style="list-style-type: none"> • Develop consistent approaches to the learning, teaching and assessment of writing across all levels. 	All staff	May 2025
<ul style="list-style-type: none"> • Monitor and track pupil attendance during the session to measure progress towards desired outcome. • Seek opportunities to reduce barriers to pupils attending school. • HL Worker will engage with identified pupils and families who have low attendance. 	HT HL Worker	Sept 2024 - May 2025

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
<p>Outcome: Attainment will be raised for identified pupils, especially in writing as detailed above.</p> <p>Actions:</p> <ul style="list-style-type: none"> • 37 hours of CA time per week to be funded through PEF. • Appropriate interventions, including Reading Extra and writing boost groups, will be provided for identified groups of pupils 	<p>Measures:</p> <ul style="list-style-type: none"> • CA TTs • Pre/post attainment data • EoS Attainment data • Tracking paperwork <p>Evidence of impact:</p> <ul style="list-style-type: none"> • Identified pupils will be supported to achieve full potential • Attainment will be raised as detailed 	<p>DHT CAs Teaching staff</p>	<p>May 2025</p>

<p>Measures:</p> <ul style="list-style-type: none"> • SE and audit of writing exercise • Quality Assurance • Learning / peer observation paperwork • Pupil focus groups • Attainment data • Tracking and monitoring paperwork • Attendance data <p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> • There will be a more consistent approach to the delivery of writing across all stages • Teaching staff will be more confident when teaching writing • Pupils will have increased opportunities to develop their skills in writing • Attainment in writing will be increased as shown in table below: 														
<table border="1"> <thead> <tr> <th>Stage</th> <th>2023/24 (% on track)</th> <th>2024/25 (% on track aim)</th> </tr> </thead> <tbody> <tr> <td>Whole school</td> <td>74%</td> <td>79%</td> </tr> <tr> <td>P5</td> <td>69%</td> <td>74%</td> </tr> <tr> <td>P6</td> <td>66%</td> <td>71%</td> </tr> </tbody> </table>	Stage	2023/24 (% on track)	2024/25 (% on track aim)	Whole school	74%	79%	P5	69%	74%	P6	66%	71%		
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- Overall attendance will increase from 91% to 93%



<p style="text-align: center;">Our Leadership</p> <p style="text-align: center;">All children will experience high-quality learning and teaching.</p> <p>Evidence of Impact against outcomes for learners:</p> <ul style="list-style-type: none"> • 80% of children from pupil focus groups report that features of highly effective practice are evident in their learning experiences. • Peer and SLT learning observations will show that the 5 key strategies are evident in 80% across all stages. • There will be evidence of shared practice having a positive impact on learning experiences. • Teachers will be more confident in their professional judgement and shared understanding of achievement of a level. • Leader of learning will develop leadership skills as demonstrated in staff sessions. • Pupil voice informs and drives forward change. 	<p style="text-align: center;">Teaching and Learning Together</p> <p style="text-align: center;">All children will experience a relevant curriculum and have opportunities to make decisions about what they learn, especially in IDL.</p> <p>Evidence of Impact against outcomes for learners:</p> <ul style="list-style-type: none"> • A revised, aspirational Curriculum Rationale will be created informing future curriculum design. • Improved learning experiences for all pupils, which are more meaningful and relevant. • Staff will be more confident in facilitating pupil led learning. • There will be increased evidence of pupil led learning. • All pupils will be able to articulate their working level within BGE. • Pupils will be more informed of how to improve in their learning leading to attainment being raised. • Increased use of manipulatives and pictorial representations when teaching Numeracy in upper primary. • Increased evidence of Digital Technologies being used to enhance learners' experiences.
<p style="text-align: center;">Our wellbeing and belonging</p> <p style="text-align: center;">All children will feel nurtured and be able to articulate this.</p> <p style="text-align: center;">Overall wellbeing ratings will improve in:</p> <ul style="list-style-type: none"> • Achieving from 4.5 – 4.7 • Nurtured from 4.5 – 4.7 • Respected from 4.4 – 4.6 <p>Evidence of Impact against outcomes for learners:</p> <ul style="list-style-type: none"> • Nurture principles will be evident in all classes • Teachers will be more confident in the use of nurturing approaches and its language • Pupils will benefit from and enjoy a nurturing learning experience 	<p style="text-align: center;">Our Attainment, Destinations and Achievements</p> <p style="text-align: center;">Overall attainment in writing will improve in:</p> <ul style="list-style-type: none"> • P1-7 by 6pp (74 – 80%) • P5 by 5pp (69 – 74%) • P6 by 5pp (66 – 71%) <p style="text-align: center;">Increase overall attendance by 2pp (91 – 93%)</p> <p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> • There will be a more consistent approach to the delivery of writing across all stages • Teaching staff will be more confident when teaching writing

- Identified pupils will be supported with relevant interventions.
- Identified pupils will feel more included in their learning environment.
- Reduction in frequency of pupils demonstrating dysregulated behaviour.
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- Pupils will have increased opportunities to develop their skills in writing
- Attainment in writing will be increased as shown in table below:

Stage	2023/24 (% on track)	2024/25 (% on track aim)
Whole school	74%	79%
P5	69%	74%
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