



**Denend PS and Nursery
Session 2023-2024
Improvement & PEF Plan**

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<p>National Improvement Framework Priority:</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Improvement in employability skills Improvements in children and young people’s health and wellbeing <p>Drivers: School Leadership; Teacher professionalism; Parental Engagement; School Improvement</p>				
<p>Focused Priority 1: Embedding Children’s rights into our school ethos, curriculum and across our school community. Children and adults to use this shared understanding to work for improved child wellbeing, school improvement, global justice and sustainable living.</p>				
<p>HGIOS4 Quality Indicators</p>		<p>HGIOELC Quality Indicators</p>		
<p>1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.1 Ensuring, Wellbeing, Equality and Inclusion</p>		<p>1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.1 Ensuring, Wellbeing, Equality and Inclusion</p>		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Almost all children will be familiar with a number of articles of the UNCRC and can talk about the rights they enjoy. They will know that rights are universal and unconditional, applying to children everywhere and all the time. Almost all children will demonstrate an awareness of where and why some children may not be able to access their rights. Adults and the wider school community know about and understand the UNCRC.</p>	<p>Professional learning UNCRC - Silver training and use of ABCDE of Rights to explain the nature of rights.</p>	<p>Headteacher</p>	<p>Evidence gathered through surveys, pupil focus groups and observations in nursery/school as well as through conversations with staff, pupils and parents</p>	<p>Introduce June 2023 – Inset day – follow up August 23</p>
	<p>Assembly focus Right of the fortnight – with follow up task for primary classes</p>	<p>Suzanne Black/Headteacher</p>		
<p>Almost all of our children and staff will be able to explain how school/nursery facilitates them to enjoy a range of their rights and how they and others act to create a rights respecting environment.</p>	<p>School and nursery to participate in Water Aid to raise awareness of rights around the world.</p>	<p>Suzanne Black/Headteacher</p>	<p>Further measures through Learning partnership then Silver RRSA accreditation visit – May 2024</p>	<p>Spring 2024</p>
	<p>Nursery to work with ‘Let’s Explore our Rights Book’.</p>	<p>EYOs/Nursery Teacher</p>		
<p>Almost all of our children and staff will be able to explain how school/nursery facilitates them to enjoy a range of their rights and how they and others act to create a rights respecting environment.</p>	<p>Children’s rights to be added into termly newsletters shared with families and on displays throughout school/nursery.</p>	<p>All staff/Headteacher</p>	<p>Class observations and LP visits</p>	<p>October 2023</p>
	<p>Share Charter guidance with staff</p>	<p>Suzanne Black/Headteacher</p>		
<p>Almost all of our children and staff will be able to explain how school/nursery facilitates them to enjoy a range of their rights and how they and others act to create a rights respecting environment.</p>	<p>Class charters to be introduced in all classes and nursery from August 2023</p>			<p>August/September 2023</p>

<p>Almost all children can use rights to clarify moral developments and consider rights respecting solutions.</p> <p>All nursery and school children to learn about sustainability and nature through learning outdoors whilst developing the four capacities and skills for learning, life and work.</p> <p>Almost all of children and adults can describe how they have expressed opinions and been involved in decisions about their life and school and also on a local/global scale.</p>	<p>Revisit Wellbeing indicators with children in nursery and school Autumn/Winter 2023-24. School -Assembly focus Nursery – Through visuals and posters/stories and rhymes, Make explicit the links between learning in health and wellbeing and children’s rights.</p> <p>Develop Equalities and Diversity- Policy and Procedures.</p> <p>School and Nursery children and staff to participate in Black History month, investing in appropriate resources/books for class and school libraries.</p> <p>Develop a progressive skills based approach across nursery/school which develops learning outdoors across the curriculum</p> <p>Professional learning in outdoor learning</p> <p>Introduce more decision-making groups/focus groups at younger stages including nursery. Create a sustainable model where class teachers/nursery staff lead groups.</p> <p>Pupil groups to be involved in community clear up schemes such as the Big Tidy up schemes</p>	<p>Headteacher/Class teachers and nursery team</p> <p>Suzanne Black and RRS group, Headteacher, all staff, nursery team and parent community</p> <p>Gail Thomson Mick McMillan EYOs – names Teachers -names</p> <p>Gail Thomson and external provider (TBC)</p> <p>Headteacher, Principal Teachers, class teachers and EYOs</p> <p>Mick McMillan Community Safety Officer</p>	<p>Pupil surveys, conversations and through accreditation visit.</p> <p>RRSA group to seek views from classes, people’s views on policy and observations of procedures in action</p> <p>Children and staff views and staff observations as well as SLT observations</p> <p>Pupil and parent feedback as well as staff views.</p> <p>Pupil and staff feedback</p>	<p>November 23– January 24</p> <p>August – November 2023</p> <p>August to October 2023</p> <p>Jan 2024- October 2024</p> <p>Spring 2024</p> <p>September/October 2023</p> <p>August – October 2023</p>
<p>Ongoing Evaluation</p>				

National Improvement Framework Priority:				
<ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy. • Closing the attainment gap between the most and least disadvantaged children. • Improvement in employability skills 				
Drivers: School Leadership; Teacher professionalism; Assessment of children’s progress; School Improvement				
Focused Priority 2: To develop a digital learning culture across our school and nursery. All our staff and children will confidently use digital skills to support and enhance learning across the curriculum including online collaboration within and beyond our school community.				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
1.2 Leadership of Learning 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement 3.3 Creativity and Employability		1.2 Leadership of Learning 2.3 Learning, Teaching and Assessment 3.2 Securing Children’s Progress 3.3 Creativity and Employability		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All teaching staff will use digital technology to plan, track, monitor and record progress. They will build upon data analysis skills using digital tools. This will ensure staff are data informed when planning for improvement.</p> <p>Staff will use a variety of digital online learning environments and tools to enhance learning and support differentiation to meet learners needs. Almost all children will be confident in the use of various online environments and tools.</p>	<p>Digital class planning folder Use of curriculum pathways and records for understanding.</p> <p>Staff will use new Digital Literacy Progression planners to ensure full coverage of technologies outcomes.</p> <p>Create a Denend Online safety Policy/agreement to be used from Nursery-P7</p> <p>Professional reading, discussion and planning using Education Scotland paper – Features of Highly Effective digital learning, teaching and assessment.</p> <p>Professional Learning -sharing good practice amongst staff -eg. Glow, Forms, Sway, Spreadsheets and Mr P ICT professional learning subscription. Whole school digital/online collaboration through Teams, this will be linked to Rights respecting work so classes can upload learning, surveys etc.</p>	<p>SLT and Teachers</p> <p>Teachers and SLT and Nursery staff – intentional planning</p> <p>Teachers and PSA staff Nursery staff</p> <p>All staff - nursery and school</p> <p>Teaching staff and PSAs</p>	<p>Improved use of records for understanding will support discussions on achievement of a level. Staff views and SLT monitoring of planning</p> <p>Pupil focus groups - pupil views and Class observations (SLT and LP)</p> <p>Digital cultures audit May 2024 (to compare to data from May 2023).</p> <p>Teams page will be used to share learning, evident through observations, pupil focus groups, staff views</p>	<p>From August 2023 onwards</p> <p>November/December 2023</p> <p>June 23- Inset day</p> <p>May 2024</p> <p>September – November 2023</p> <p>December 2023 – March 2024</p>

<p>Assessment approaches will be enhanced by use of digital tools and platforms, this will be used to support the process of assessment and reporting. Children and parents will be clear on progress and next steps in learning</p>	<p>Use of Forms by class teachers to illicit feedback as a plenary and also to support peer assessment.</p> <p>Staff training on NSA and interpretation of data</p> <p>Implementation of new Fife annual reporting format in nursery and school.</p>	<p>Teaching staff</p> <p>Cluster teaching staff and Leigh Graham</p> <p>Teaching staff and nursery staff</p>	<p>Class observations and Learning Partnership</p> <p>Staff and parent views.</p>	<p>January – March 204</p> <p>15 November 2023</p> <p>May 2024</p>
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Ongoing Evaluation

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Attainment Fund Rationale Nurture, managing transitions, emotional regulation		Amount of Fund £43,818 (2 x PSAs)	
<p>Rationale behind identified actions:</p> <p>Intervention 3</p> <p>P1 Less than half (42%) of P1 have been identified as having potential difficulties managing transitions and the demands of P1 e.g. limited attendance at nursery. Less than half (25%) of P1 have been identified as having difficulty with own emotional regulation, or children who require additional emotional support.</p> <p>P3/4 Half (50%) of P3/4 have been identified as having difficulties managing transitions, managing their emotional regulation and accessing the curriculum independently.</p>			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p>For almost all children to have a settled and successful start to their P1 learning journey.</p> <p>For almost all children to have a positive start to their P1 learning journey.</p> <p>For most children to be able to access the P3/4 curriculum, managing transitions and self-regulation (co-regulation)</p> <p>For almost all of our children to feel safe and nurtured in order to be ready to learn.</p>	<ul style="list-style-type: none"> • PSA support in order to support managing transitions, additional nurture support and accessing the curriculum. • PSA support in order to support emotional regulation. • Emotion Works used as whole school/class approach. • PSA support in order to reinforce sharing and turn-taking skills. • PSA support in order to support children new to Denend establish routines, friendships and transitions. • PSA support in order to support individuals within a small groups setting e.g. P3/4 nurture group established in afternoons. • Emotion Works used as whole school/class approach. • PSA support in order to support children who need adult support to access P3/4 curriculum. 	<p>Individual observations of children in class.</p> <p>CT and PSA evaluations.</p> <p>BASE data.</p> <p>Home/School diaries.</p> <p>Children's Voice.</p> <p>Attendance of individuals.</p> <p>Parents' Night feedback.</p> <p>Individual Review Meetings</p>	<p><u>Term 1 & 2</u></p> <p><u>Term 3</u></p> <p><u>Term 4</u></p>

Attainment Fund Rationale Raise attainment across P3 – P6 within Numeracy		Amount of Fund see Raise attainment across P3 - P7 within Literacy.	
There is a need to raise attainment across Numeracy across P3 – P6			
Intervention 2 P3/4 The majority of children in P3/4 (55%) have been identified as having gaps in attainment in both numeracy and literacy. P6 A few children in P6 (15%) have been identified as having gaps in numeracy.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p>Intervention 1 To raise attainment across Numeracy from P3 – P6.</p> <p>Intervention 2 To ensure all our children are safe and nurtured in order to be ready to learn.</p>	<ul style="list-style-type: none"> • Additional teaching staff available to support class teachers during numeracy teaching. • Focussed input on place value and key operations of addition, subtraction, multiplication and division. • Co-operative teaching with class teachers. • Additional PSA support to support children within smaller group settings. <ul style="list-style-type: none"> • Additional teaching staff in order to support children with gaps in learning e.g. number bonds, addition and subtraction as well as times tables facts. • Additional teaching staff to support the application of number operations. • Times Table Rockstars subscription to be renewed. • Education City subscription to be renewed. 	<p>CT, Raising Attainment teacher and PSA observations and evaluations.</p> <p>Attainment Data.</p> <p>Planning and Attainment Conversations.</p> <p>Parent's Night comments.</p> <p>Individual Review Meetings</p> <p>Meeting Learners Needs Meetings with SfL teacher</p>	<p><u>Term 1 & 2</u></p> <p><u>Term 3</u></p> <p><u>Term 4</u></p>

