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Description automatically generatedDonibristle Primary School**

**Session 2023 -2024 Improvement Plan**

**Priority 1**

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| **National Improvement Framework Priority:**  **Raising attainment in Literacy and Numeracy** | | | | | |
| **Focused Priority: Increased writing attainment for pupils at P2, P4, P6 and P7.**  **Our aim this year will be to increase attainment to be in line for stretch targets (85.5%) by improving pedagogical approaches to teaching reading, writing and spelling.** | | | | | |
| **HGIOS4 Quality Indicators** | |  | | | |
| **2.2 Curriculum**  **2.3 Learning, Teaching and Assessment**  **2.4 Personalised Support**  **2.7 Partnerships**  **3.2 Attainment and Achievement** | |  | | | |
| **Expected Impact** | **Strategic Actions Planned** | | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| Primary 1 attainment data will exceed stretch target (85.5%)  P4 writing attainment will increase from 67% to 85.5%  P7 writing attainment will increase from 77% to 85.5%  Overall writing attainment will meet stretch target of 85.5% across P1-7.  All learners will experience high quality writing pedagogy  All staff will plan appropriate experiences which will allow the children to apply writing skills throughout the curriculum.  All staff make appropriate use of data and assessment information to plan effective progression in learning which will allow children to make appropriate progress. | Collegiate sessions will be focused on professional learning linked to pedagogy that is age and stage appropriate.  Data analysis with staff of school based and national assessments – BASE, NSA and GLs.  Engage with Fife Professional Learning team to update Records of Understanding.  Engage in professional Reading;  The Big Write, Jane Considine  Talk Less Writing  Big Write  All staff will use Fife Writing Pack to plan, teach, assess and moderate writing throughout the year, following an agreed school plan.  Planned moderation sessions with stage partners, across stages and outwith school.  All staff will have the opportunity to visit a school within the Learning Partnership to plan, teach, observe, assess and moderate a writing lesson.  P1-3 to review spelling pedagogy and spelling phonics progression.  School agreement on how writing will be shared and celebrated across school. | | All teaching staff for implementation within classes  Literacy Working Group (TBC) | **Data**  Planning and tracking meetings (termly)  BASE data analysis (Sept 23, June 24)  eLips analysis  NSA analysis (P4 January, P7 November)  GL data analysis (February /March)  **People’s Views**  Pupil Focus Groups (monthly)  Pupil survey baseline (and follow up)  Parent/carer survey and feedback from workshops and communication  **Direct Observations**  Jotter Monitoring – termly  Classroom observations (x2 per year)  Learning Partnership (TBC) |  |
| Weekly learning for all children is maximised to ensure there is appropriate breadth and depth in all curricular areas. | In departmental meetings, review weekly timetables to evaluate balance across the BGE. | |  | **Direct Observations**  Classroom observations (x2 per year)  Learning Partnership (TBC)  **Data**  Planning and tracking meetings (termly)  Forward Planning feedback |  |
| Classroom environments are inclusive, supporting and extending learning for all children.  Learning displays are progressive and support the development of all children across the year. | With pupils and staff, complete an audit of learning areas.  Create an agreed school expectation for learning environments and class displays | |  | **Data**  Pupil and staff feedback from environment audit.  **Direct Observations**  Classroom observations (x2 per year)  Learning Partnership (TBC) |  |

**Priority 2**

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| **National Improvement Framework Priority:**  improvement in attainment, | | | | | |
| **Focused Priority: To develop and enhance the 1+2 offering in school by further embedding L2 (French) and introducing Spanish as L3 for P5-7. This is a change from German. We intend to use the updated 1+2 guidance from Fife Council that will support staff to plan and assess using progression pathways.** | | | | | |
| **HGIOS4 Quality Indicators** | |  | | | |
| **1.2 Leadership of learning**  **2.2 Curriculum**  **2.3 Learning and Teaching** | |  | | | |
| **Expected Impact** | **Strategic Actions Planned** | | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| Increased pupil participation and engagement in learning in French (L2) and Spanish (L3)  Increased teacher confidence delivering quality 1+2  Improved participation and engagement in 1+2 as a result of a consistent progression pathway and teacher knowledge.  Successful learners, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning; (cognitive)  Confident individuals, who can talk with others or deliver presentations in their new language; (personal)  Effective contributors, who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language; (economic)  Responsible Citizens, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken. (societal) | Read the [overarching framework](https://education.gov.scot/improvement/documents/modlang12-1plus2approachmar17.pdf)  ‘Approaching language learning from primary 1 onwards’  Audit staff confidence in L2 and L3. Analyse results and direct staff to online Masterclass Lessons 1-3 (on server All Staff/Curriculum/1+2  Create clear resource progression based upon progression pyramids.  Time for staff to be familiar with 1+2 progressive pathway resources in school (Thinglink) and online that support teaching French and Spanish. All staff will engage in Fife 1+2 Network Glow Team for access to resources and professional learning.  Introduce Spanish as L3 for P5, P6, P7. Training offered to staff who need this via the PL team.  **Use Fife’s Languages Activities and Experiences** with exemplification and activities in Languages for all four contexts of the curriculum  School and class displays reflect L2 and L3 being taught.  Use Fife Language Skills Progression Pathway to support planning, learning, teaching and assessment.  Add a section to the school website which shares information and resources with parents / carers  There is a school agreement for how learning will be recorded and evidence for L3 learning  Information session and leaflet shared to inform parents / carers of how L2 and L3 is taught in school. | | 1+2 Lead – Debbie Freeburn  Julie Robertson  Laura Munro | **People’s Views**  Pupil Focus Groups (monthly)  Parent/carer survey and feedback from workshops and communication  **Direct Observations**  Jotter Monitoring – termly  Classroom observations (x2 per year)  Learning Partnership (TBC)  **Data**  Pupil sampling  Class timetable sampling  Forward planning | August – February 2023  (Specific date will be identified in Annual overview) |

**Priority 3 – School and Nursery**

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| **National Improvement Framework Priority:**  Improvement in children and young people’s health and wellbeing; Placing the human rights and needs of every child and young person at the centre of education | | | | | |
| **Focused Priority: Personalised support. We aim to review the current processes in school and nursery to ensure that all children achieve success. This includes the wellbeing of children, working with others, identifying and reducing barriers to learning and involving children in decision making.** | | | | | |
| **HGIOS4 Quality Indicators** | | **HGIOELC Quality Indicators** | | | |
| **1.2 Leadership of Learning**  **2.2 Curriculum**  **2.5 Family Learning**  **3.1 Ensuring wellbeing, equality and inclusion** | | **2.5 Family Learning**  **3.1 Ensuring wellbeing, equality and inclusion** | | | |
| **Expected Impact** | **Strategic Actions Planned** | | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| **Universal Support**  All pupils will have the opportunity to develop and share their skills for learning life and work through the Donibee Skills programme.  There will be in increase in the number of pupils receiving wider achievement awards following a review of celebrating wider achievement in school.  Staff, learners and parents / carers will have a clear understanding of how the values of our school are relevant within the totality of our curriculum. | All P1-7 children to have Donibee Skills booklet. Class teachers to identify termly targets for children.  Termly assemblies to celebrate progress against Donibee skills.  Create a school programme where school values are celebrated. | |  | **Data**  Twice annual pupil survey using HGIourS  Parental questionnaire to measure success of Donibee Skills booklet  **People’s views**  Pupil Focus Groups |  |
| **Targeted Support**  There is a clear understanding and use of strategies to support learners with additional support needs across all staff  Staff are clear of their roles when supporting children at universal, additional and intensive level.  Staff are aware of assessment and planning flowchart from Fife Council  There is a clear process in school for teaching staff to review and update Child’s Plans  Parents / carers are clear of how we support children with additional support needs  There are clear, robust plans in place for off pace learner in literacy and numeracy. CTs review and reflect on these plans and are discussed at tracking meetings. | Support for Learning school policy to be created.  Use of 1 hr per week for PSAs to review child’s plans  Create documentation for parents about how school supports children with additional support needs.  Collegiate session to focus on how data from GL assessments can be used to progression in learning. | | SLT – Karyn Rennie, Karen Hart, Mardie Templeman  SfL – Keighley Allan, Charlotte Cross  All teaching staff  All PSAs | **Moderation of Child’s Plan as part of the Quality Assurance calendar.** |  |
| **Nurturing Approaches**  Nurturing approaches are embedded across the school and this is demonstrated in classroom practice  All staff understand the nurturing principles and apply these in their daily practice and interactions with children.  Barriers are reduced for children who need support. | All staff to completed How Nurturing is Our School audit and create an action plan from this.  School will liaise with Educational Psychologist depending on the outcome of the audit. | | Lead – Keighley Allan, Charlotte Cross  Support – Debbie Ure, EP  All staff (CTs, EYOs) |  |  |
| To embed the principles of the UNCRC and The Promise within learning and teaching  All learners know and understand they have rights as a child and that they feel safe, valued and respected in school.  All learners will be able to identify key rights and explain how these link to everyday tasks within and out with school.  All children, staff and parents / carers will have an increased awareness and understanding of children’s rights | To continue on our journey towards gaining a Silver Right Respecting School through embedding the UNCRC Rights and supporting our learners to elaborate on the rights and how they affect us.  Early Years staff will use the ‘Learning Through Rights in the Early Years: Weaving the UNCRC through Policy, Provision and Everyday Practice’ to introduce children’s rights. This document will be used throughout the year and further strategic activities will come from this. | | School Lead – Mark Petrie  ELC Lead – Katie Dempster / Taelor Aspinall |  |  |

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**Nursery Priority 1**

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| **National Improvement Framework Priority:**  Improvement in attainment, particularly in literacy. | | | | | |
| **Focused Priority:** We will be continuing to work thorough the Care Inspectorate action plan. Part of this will be to provide a high-quality learning environment to extend early literacy skills through high quality interactions, stimulating spaces and experiences that are challenging and in a meaningful context. | | | | | |
|  | | | **HGIOELC Quality Indicators** | | |
|  | | | 2.2 Curriculum  2.3 Learning, Teaching and Assessment  3.2 Securing Children’s Progress | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| Almost all (above 91%) N5 literacy attainment data will reflect learners on or above pace  Practitioners will be more confident and knowledgeable about early literacy development and are able to extend learning using strategies in both adult led and child led situations.  There will be more stimulating and motivating experiences for children inside and outside which are open ended and develop creativity, imagination, independence and cognitive development.  Learners will be able to talk about what they are learning and will show increased levels of involvement and engagement using Leuven Scale.  Children who are showing amber/red on Elips data will receive targeted support and progress will be monitored.  Parents/Carers will know about the importance of shared home learning activities and are supported with ideas on how to develop literacy learning at home. | Staff training in early literacy skills and implementation using the SEIC literacy resource.  Core Provision audit with literacy focus  Engage with literacy progression and link to trackers and benchmarks through responsive & intentional planning  Data gathering to measure impact on children’s progression in literacy  NLT will monitor and discuss with keyworkers children’s individual targets and progress  Staff to identify appropriate interventions to support progress from data analysis.  All practitioners will be upskilled in analysing and using assessment data/framework to plan appropriate next steps for children.  Parents/Carers will be encouraged to attend stay and play sessions in an ongoing way to support the development of early literacy at home  PEEP sessions will have a focus on early literacy skills.  Staff to create information leaflet to share ideas how parents/carers can support literacy development at home  Interrogate P1 Base results to identify areas where children are achieving below the national average and consider how these areas could be developed in nursery | DHT  DHT/PNT/SEYO  All Staff  DHT/PNT/SEYOs  All Staff  SEYO – Katie Nash & PNT – Marie Graham  PNT & SEYOs  DHT/PNT/SEYOs | | Record of professional dialogue with practitioners on floor book.  **Observations**  Staff observations  Nursery Leadership Team (NLT) observations of staff  1 per term  **Data**  Staff self-evaluation  Pupil feedback  Leuven Scales data  Data gathering to measure impact on children’s progression in literacy  Parent questionnaires  **Views**  Pupil evaluations of play spaces  Parent Questionnaires/Feedback  Parent Questionnaires/Feedback | Term 2 (Nov INSET)  May 2023  Feb 2024  Feb 2024  November 23  February 24  May 24  Feb 24  Throughout terms 1-4  Throughout terms 1-4  Sept/Oct 2023 |

**Nursery Priority 2**

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| **National Improvement Framework Priority:**  Improvement in attainment, particularly in literacy and numeracy. | | | | | |
| **Focused Priority:**  Following on from our inspection in November 2022, we will be engaging with the Care Inspectorate Improvement Programme. Our chosen focus for this programme will be to review our documentation of learning with a focus on responsive and intentional planning. This links with our ongoing work against the action plan. | | | | | |
|  | | | **HGIOELC Quality Indicators** | | |
|  | | | 2.2 Curriculum  2.3 Learning, Teaching and Assessment  3.2 Securing Children’s Progress | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| Responsive and intentional planning documentation shows evidence of planning for high quality learning experiences  Observations capture significant learning and are high quality  Interactions support the development of children’s learning | Review and develop planning formats to ensure there is a focus on children’s learning  Ongoing staff dialogue during intentional planning meetings to ensure there is a focus on taking learning forward  Role model high quality observations in responsive planning  PLJ observations are reflected in the planning and have a focus on language of learning  Interactions support learning and Communication High 5 strategies are used consistently  Learner conversations will support staff to identify clear next steps in learning  Personal planning is used consistently to support children with additional support needs  Learning walls are used to capture children’s knowledge and extend learning | SEYOs/PNT/DHT  All Staff  SEYOs/PNT/DHT  All Staff  All Staff  PNT/All Staff  PNT/All Staff  All Staff | | Documentation consistently has evidence of high quality learning experiences extending the interests of the child  Moderation of documentation  Playroom observations  Staff feedback on their levels of confidence  PLJ monitoring | Terms 1 & 2  Terms 1-4  Terms 1-4  Terms 3&4 |

**Appendix C Session 2023- 2024 Improvement Plan – PEF**

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| **Attainment Fund Rationale** | | **Amount of Fund £14300** | | |
| **Expected Impact** | **Interventions Planned** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Impact on learners**  **Ongoing evaluation Dec/June** |
| **Intervention 1**  By June 2024, all identified pupils for wellbeing intervention will have improved wellbeing, their barriers to learning will have been reduced.(P6, P7) | * Planned weekly sessions for identified pupils (age and stage appropriate groups) that support the development of life skills. * Skills analysis completed for all pupils. * Leuven’s scale of engagement completed for each identified pupil om a termly basis. Strengths and difficulties and individual plans adapted. | | Individual pupil targets will be created and monitored based on a range of data sources including,  Leuven’s scale data  Identified pupils engagement in their learning will increase |  |
| **Intervention 2**  By June 2024, identified children will be within their expected age-range for Reading | * Completion of GL assessments & analysis of assessment data and results for all children P2-7 with specific children identified from the data. * Staff training on how to interpret and use GL assessment data to close attainment gap. * All pupils identified to engage in targeted homework and IDL programme. * Increased time will be allocated for reading on a weekly basis and a focus on reading for enjoyment at home. * PSA will support individuals as identified. * Termly attainment meetings will identify the progress for the identified children | | GL assessment data (Reading)  IDL assessment data  Ongoing assessment throughout session utilising in-school reading assessments, including holistic assessments on termly basis. |  |

**Appendix D – Pupil Equity Financial Plan Session 2023- 2024**

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