

Donibristle Primary School

School Improvement Plan 2024-25

3-year plan



2024-25	2025-26	2026-27
To improve teaching and learning experiences in 1+2 across the curriculum (L2)	To improve teaching and learning experiences in 1+2 across P5-7 (L3)	To develop assessment and moderation across BGE that improves experiences and outcomes for all learners.
To introduce, develop and embed a systematic and progressive approach to developing meta-skills as an integral part of children's learning and development.		
<p>To plan a progressive curriculum for all children across eight curriculum areas, ensuring that all learners receive their entitlement to a broad general education.</p> <p>To use benchmarks for literacy, numeracy and health and well-being to measure children's progress and achievement of a level across the broad general education, using a range of assessment evidence to inform professional judgements.</p>	To develop the provision of high-quality play and enquiry-based learning experiences and flexible learning approaches across P1-7.	To create regular, planned and progressive outdoor learning opportunities to enhance learning and teaching across the curriculum
To enhance health and wellbeing approaches to support pupils' wellbeing and learning experiences that ensure equality and equity for all children.		To develop digital learning opportunities and skills in order to improve pupils' learning experiences.

Education Directorate Improvement Plan: Achievement

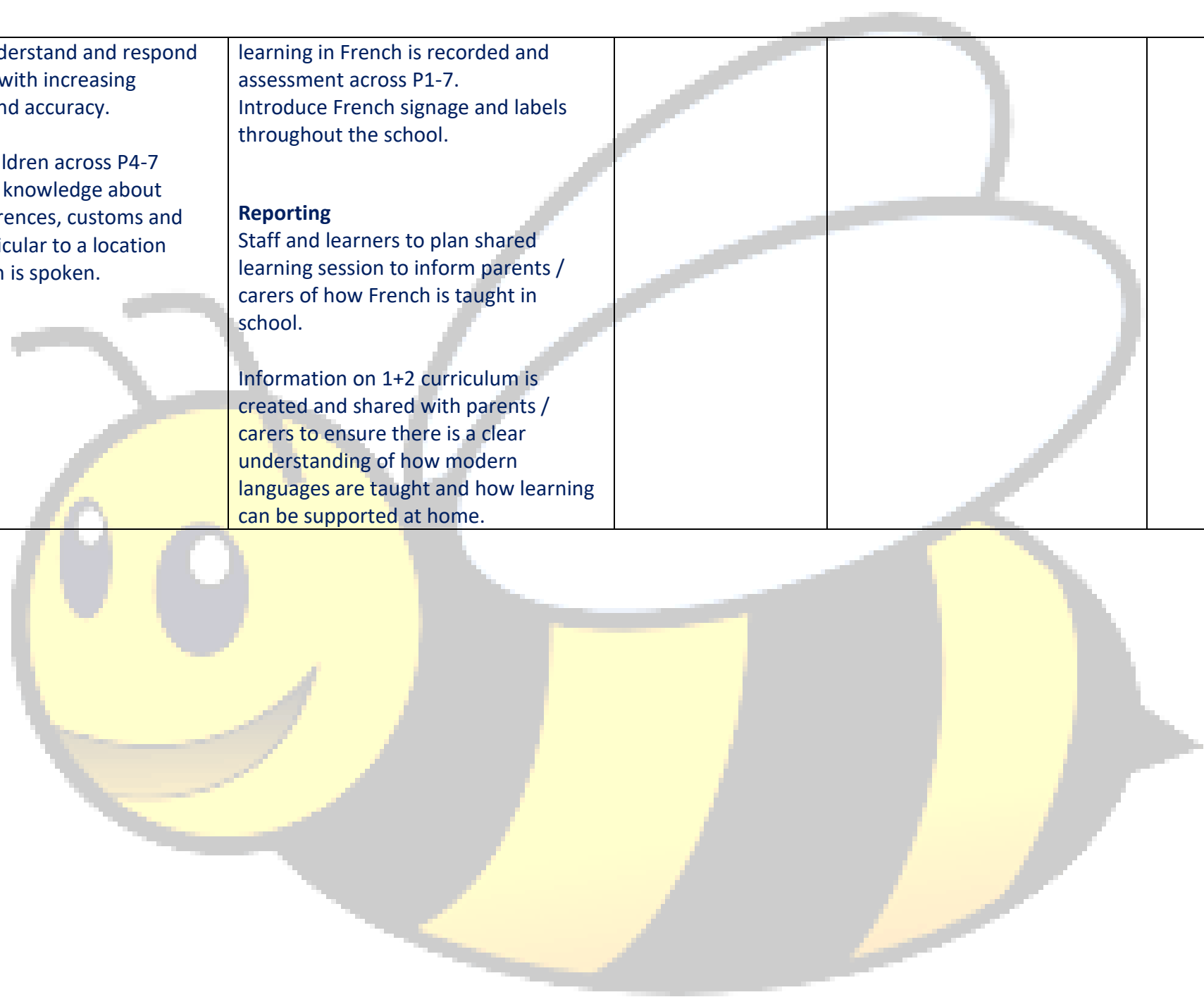
Focused Priority: *To improve teaching and learning experiences in 1+2 across the curriculum (L2)*

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 <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>All teachers report increased confidence delivering quality 1+2 across P1-7 (Baseline rating 2.80)</p> <p>Most (75%+) pupils report they enjoy learning French in school. (Baseline - P5-7 31%, P2-4 64%)</p> <p>Almost all (90%) pupils report they are speaking French daily in school. (Baseline – 10%)</p> <p>Almost all children can participate in a simple conversation in French (age appropriate)</p> <p>Almost all children across P1-3 can understand and respond to greetings and classroom instructions with increasing confidence.</p> <p>Almost all children across P4-7 can</p>	<p>Professional Learning Activity All staff will engage in Fife 1+2 Language Masterclass to support knowledge and understanding.</p> <p>All staff to use the Embedding L2 Sway to support professional knowledge and understanding.</p> <p>Planning, Tracking and Monitoring All staff use Fife Language Skills Progression Pathway to support planning, learning, teaching and assessment.</p> <p>Learning, Teaching and Assessment Class areas to have visible French learning prompts. All children to experience learning in French that is immersive and progressive. School agreement made on how</p>	<p>1+2 Lead – Debbie Freeburn</p> <p>1+2 Working Group (TBC)</p>	<p>People’s Views Staff feedback (termly) via staff meetings. Parent / carers views on 1+2 learning and teaching experiences. Pupil Focus Groups</p> <p>Direct Observations Jotter Monitoring – termly Classroom observations – linked to teaching French</p> <p>Data Pupil sampling Class timetable sampling Forward planning</p>	<p>Planning documents to start August 2024</p> <p>Review - November 2024 (INSET)</p> <p>Feb 2025</p> <p>May 2025</p>

<p>converse, understand and respond to questions with increasing confidence and accuracy.</p> <p>Almost all children across P4-7 demonstrate knowledge about cultural differences, customs and festivals particular to a location where French is spoken.</p>	<p>learning in French is recorded and assessment across P1-7. Introduce French signage and labels throughout the school.</p> <p>Reporting Staff and learners to plan shared learning session to inform parents / carers of how French is taught in school.</p> <p>Information on 1+2 curriculum is created and shared with parents / carers to ensure there is a clear understanding of how modern languages are taught and how learning can be supported at home.</p>			
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Education Directorate Improvement Plan: Equality & Equity, Achievement

Focused Priority: *To introduce, develop and embed a systematic and progressive approach to developing 21st Century meta-skills as an integral part of children’s learning and development.*

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 <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>Staff, learners and parents / carers have a shared understanding of the identified meta-skills and are able to articulate these skills.</p> <p>The majority (75%) of learners can talk about skills they are developing through their learning (Baseline 46%)</p>	<p>Professional Learning Activity Teaching staff to research SDS Meta-skills progression and framework.</p> <p>Teaching staff to begin to engage with framework ‘Skills 4.0 – A Skills Model to Drive Scotland’s Future’ paper.</p> <p>Through professional dialogue and consultation with parents, staff we will identify key skills that will be the focus throughout the next three-year cycle of school improvement.</p> <p>Develop a shared understanding of the key meta skills within the Donibristle context.</p> <p>Learning, Teaching and Assessment P1-3 Through professional dialogue, staff will begin to consider how to plan for learning and play</p>	<p>Led by HT</p> <p>Skills Working Group</p>	<p>People’s Views Staff feedback (termly) via collegiate times. Pupil Focus Groups</p> <p>Direct Observations Classroom observations (x2 per year) Learning Partnership (TBC)</p> <p>Data Pupil Profile Sampling Forward planning – progression framework sampling</p>	<p>August 2024</p> <p>September 2024</p> <p>From October 2024</p> <p>Clubs – September 2024</p> <p>May 2025</p>

	<p>experiences that allow all learners to develop the identified meta-skills.</p> <p><u>P4-7</u> Wider achievement clubs for all P4-7 children are evaluated. Staff will ensure there is a clear skills progression across all P4-7 clubs. Wider achievement for all learners is tracked through a newly devised tracking system.</p>			
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Education Directorate Improvement Plan: Equality & Equity/Achievement

Focused Priority:

- To plan a progressive curriculum for all children across eight curriculum areas, ensuring that all learners receive their entitlement to a broad general education.
- Use benchmarks for literacy, numeracy and health and well-being to measure children's progress and achievement of a level across the broad general education, using a range of assessment evidence to inform professional judgements.

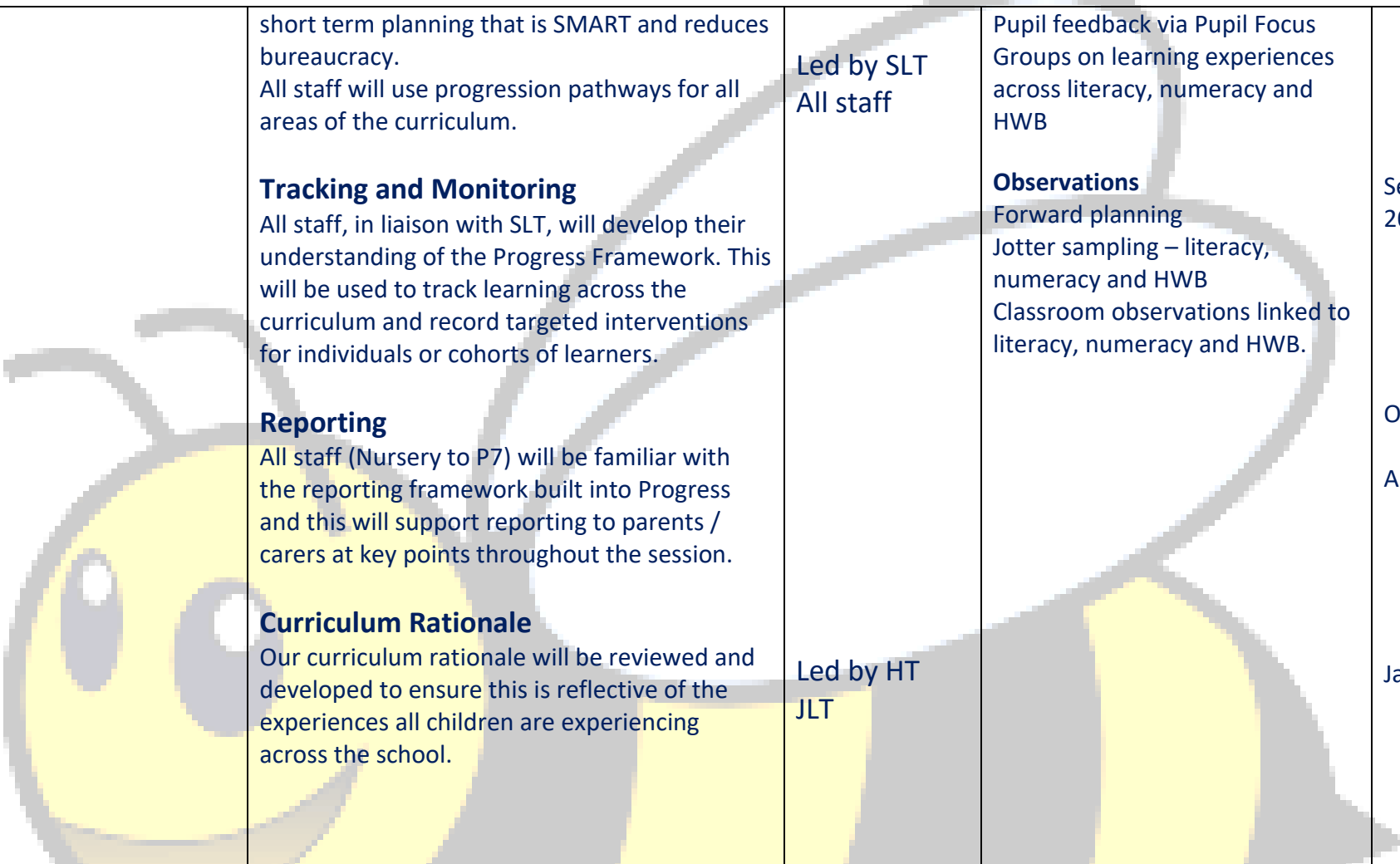
HGIOS4 Quality Indicators

- 1.2 – Leadership of Learning
- 1.3 – Leadership of change
- 2.2 – Curriculum
- 2.3 – Learning, teaching and assessment
- 3.1 – Ensuring wellbeing, equality and inclusion
- 3.2 – Raising Attainment and Achievement

HGIOELC Quality Indicators

- 1.2 – Leadership of Learning
- 1.3 – Leadership of change
- 2.2 – Curriculum
- 2.3 – Learning, teaching and assessment
- 3.1 – Ensuring wellbeing, equality and inclusion
- 3.2 – Securing children's progress

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All children will experience planned, progressive learning experiences across the curriculum.</p> <p>All staff report they feel confident planning for assessment and completing moderation activities that ensure all children are making progress in their learning.</p> <p>All staff (Nursery to P7) will track children's progress across literacy, numeracy and HWB and use assessment evidence to support professional judgement.</p>	<p>Professional Learning Staff will engage in professional dialogue on assessment of and planning for assessment of Literacy, Numeracy and Health and Wellbeing</p> <p>All staff will use CfE Benchmarks to engage in moderation activity for literacy, numeracy and health and well-being</p> <p>Forward Planning There will be a school review of current long-, short- and medium-term planning. All staff will complete a long-term planner which supports medium- and short-term planning. Staff will engage in professional dialogue on</p>	<p>Led by SLT</p> <p>All staff</p> <p>Led by SLT</p> <p>All staff</p>	<p>Data Analysis of attainment data in literacy, numeracy and HWB. Analysis of CfE, BASE/NSA and GL data Analysis of pupil responses to HWB survey Analysis of data for identified cohorts</p> <p>People's Views Staff views on Progress system Teacher professional dialogue with SLT at tracking meetings Feedback from moderation sessions</p>	<p>September 2024</p> <p>Ongoing</p>



	<p>short term planning that is SMART and reduces bureaucracy. All staff will use progression pathways for all areas of the curriculum.</p> <p>Tracking and Monitoring All staff, in liaison with SLT, will develop their understanding of the Progress Framework. This will be used to track learning across the curriculum and record targeted interventions for individuals or cohorts of learners.</p> <p>Reporting All staff (Nursery to P7) will be familiar with the reporting framework built into Progress and this will support reporting to parents / carers at key points throughout the session.</p> <p>Curriculum Rationale Our curriculum rationale will be reviewed and developed to ensure this is reflective of the experiences all children are experiencing across the school.</p>	<p>Led by SLT All staff</p> <p>Led by HT JLT</p>	<p>Pupil feedback via Pupil Focus Groups on learning experiences across literacy, numeracy and HWB</p> <p>Observations Forward planning Jotter sampling – literacy, numeracy and HWB Classroom observations linked to literacy, numeracy and HWB.</p>	<p>September 2024</p> <p>Ongoing</p> <p>April 2025</p> <p>Jan 2025</p>
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Education Directorate Improvement Plan: Health & Wellbeing

Focused Priority: *To enhance health and wellbeing approaches to support pupils' wellbeing and learning experiences that ensure equality and equity for all children. This priority is for Nursery and across the school.*

HGIOS4 Quality Indicators	HGIOELC
2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.7 Partnerships 3.2 Attainment and Achievement	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
<p>All learners can use Emotion Works strategies to help understand their emotions and how they respond to their emotions.</p> <p>All learners are familiar with the stage appropriate emotion cogs in and can give examples of things associated with each cog in conversations about emotion relating to their life and learning.</p> <p>Learner's mental health and wellbeing is supported through inclusive practices in all classes.</p>	<p>Professional Learning Activity All staff to attend professional learning sessions about Emotion Works. All staff to engage in professional dialogue to plan implementation of Emotion Works across Nursery to P7.</p> <p>Forward Planning Teachers across Nursery to P2 will plan and deliver HWB learning which uses the 5 Cogs and 5-Cog model using Emotion Works teacher resources and activities.</p> <p>Teachers across P3-5 will plan and deliver learning which uses the 6 Cogs and 6-Cog model using Emotion Works teacher resources and activities. Teachers across P6 and P7 will plan and</p>	<p>Led by DHT</p> <p>All teaching staff</p>	<p>Data Analysis of SHANARRI data each term. Analysis of CfE data (HWB) from Progress. Analysis of data for identified cohorts</p> <p>People's Views Staff views on Emotion Works (pre, during and post training) Teacher professional dialogue with SLT at tracking meetings Feedback from moderation sessions Pupil feedback via Pupil Focus Groups on learning experiences across HWB Parent feedback</p>	<p>Training to start September 2024 then reviewed monthly through collegiate sessions.</p>

	<p>deliver learning which introduces and uses the 7 Cogs and 7-Cog model using Emotion Works teacher resources and activities.</p> <p>Learning, Teaching and Assessment Through department meetings, staff will agree how to introduce Emotion Work cogs to learners in a clear and systematic way.</p> <p>Learning environments have Emotion Work displays that support learning and teaching.</p> <p>All learners, P1-7, will complete a termly SHANARRI check in which will be used to identify any targeted support for the school, classes or individuals.</p> <p>Reporting Parent / carer workshops will be planned and delivered by each year group to share their learning.</p>		<p>Observations Forward planning Jotter sampling HWB Classroom observations linked to HWB.</p>	
<p>All learning environments support self-regulation and children’s sense of belonging and feeling nurtured.</p>	<p>Professional Learning Activity Led by Fife Council, identified staff from Nursery to P3 to receive professional learning in use of the CIRCLE Framework.</p> <p>Using a ‘train the trainer model’ all teachers will be supported to use the CIRCLE framework to ensure learning</p>	<p>Led by DHT (MT) Nursery – (PNT) School –SfL + PSA</p>	<p>Observations Through class visits and professional dialogue, staff can evidence supports and strategies used to support inclusion</p>	<p>4th September 2024, 11th November, (PNT – 3rd September, 12th November)</p>

	<p>environments, structures and routines are nurturing and inclusive.</p> <p>Learning, Teaching and Assessment Across all classes, learners will work alongside teachers to audit learning environments using the CIRCLE Inclusive Classroom Scale (CICS)</p>			<p>November 2024 INSET</p>
<p>A separate action will be created as the training progresses. This will be based on the needs of the school and staff / pupil evaluation.</p>				
<p>To embed the principles of the UNCRC and The Promise within learning and teaching</p> <p>All learners know and understand they have rights as a child and that they feel safe, valued and respected in school.</p> <p>Almost all learners (P1-7) will be able to identify key rights and explain how these link to everyday tasks within and out with school.</p> <p>In nursery, almost all children are aware of their rights throughout the core provision.</p>	<p>Through P5-7 allocated Pupil Clubs, the UNCRC Club will continue on our journey towards gaining a Silver Right Respecting School. This will be achieved by embedding the UNCRC Rights across the school.</p> <p>Introduce symbolised labels and signs across all areas of school, including learning environments that make links being learning and children’s rights.</p> <p>Early Years staff will use continue to use key documentation about children’s rights in the early years to support.</p> <p>All staff will embed UNCRC in daily interactions with learners across nursery and in school. Rights will be visible in all class areas. In nursery, staff will consider the use of pictorial prompts can be used to support dialogue about UNCRC.</p>	<p>School Lead – Lucy Murray</p> <p>ELC Lead – New SEYO</p>		<p>September 2024</p> <p>September 2024</p>

Nursery Improvement Plan 2024-25

Education Directorate Improvement Plan: Achievement/Health & Wellbeing				
<p>Focused Priority: <i>To develop the core provision across the outdoor area.</i></p> <p>The nursery garden was recently extended, and this has meant we now have a large open space. It has been some years since we have taken time to reflect on the core provision outdoors. Through self-evaluation, professional learning and consultations with stakeholders we intend to re-evaluate our space to ensure we are offering high quality outdoor play experiences for all children.</p>				
HGIOELC 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
<p>All children will have high quality learning experiences outdoors which offers;</p> <ul style="list-style-type: none"> rich, sensory first-hand experiences, engagement with the wonder and mystery of the natural world, space and freedom to try new things out, explore, experiment and investigate, opportunities to experience high quality, rich literacy and numeracy learning experiences, opportunities for risk and 	<p>Planning / Consultation</p> <p>Consult with parents, staff, children to gather their views on what they would like in the garden</p> <p>Consult with wider stakeholders via open afternoon to gather their views on how the garden should be organised.</p> <p>Visit other local nurseries to evaluate their outdoor provision and reflect on this as a team.</p> <p>All staff to observe children using the outdoor space and use observations to reflect on how learning should be planned.</p>	<p>Lead – Leanne McKinlay (SEYO)</p> <p>Alison McHale</p>	<p>Observations</p> <p>SLT observations of the outdoor provision evidence; an engaging core provision motivated children learning across all curricular areas.</p> <p>People’s views</p> <p>Feedback from staff evidence that staff are confident leading and supporting learning outdoors</p> <p>Child feedback evidence high levels of motivation, engagement and enjoyment</p>	<p>August – October 2024</p>

<p>challenge,</p> <ul style="list-style-type: none"> opportunities for meaningful learning in all areas of the curriculum 	<p>Create a mood board to share all ideas and map out possible plans for garden.</p> <p>Professional Learning Activity Staff to engage in professional reading and research to develop their understanding of learning and play outdoors. (Identified learning –</p> <ul style="list-style-type: none"> Nurture Kindergarten, My World Outdoors Out to Play – Practical Guide for creating outdoor play experiences in ELCs ELC: Outdoor Learning – modules A Froebelian Approach to Outdoor Play and Exploration <p>Learning, Teaching and Assessment Staff to plan learning across the outdoor area that supports learning across all curricular areas.</p> <p>Risk assessments are updated to ensure that children are safe taking appropriate risks in their play.</p>		<p>Parent feedback evidences confidence that the outdoor provision is meet their child’s needs.</p> <p>Sampling evidence - Use CIRCLE document to support personal planning</p>	
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Pupil Equity Fund allocation for session 2024/25	£14,700
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Rationale	Amount of Fund allocated £ 14,700
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Target 1 – To establish, through data analysis and anecdotal evidence, learners who are failing to reach their potential.

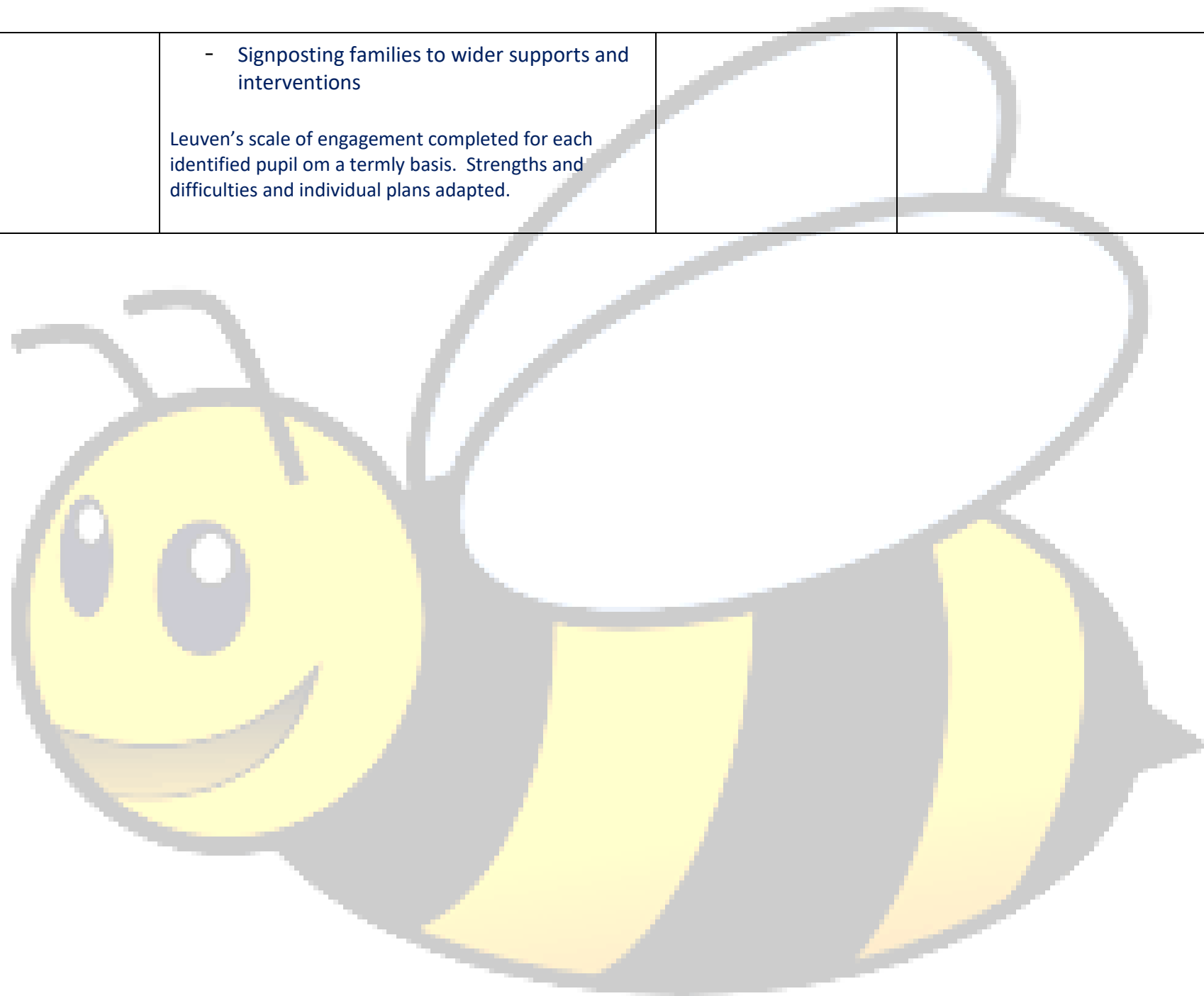
Expected Impact	Interventions Planned	Measure of Success	Impact on learners Ongoing evaluation Dec/June
<p>All staff have a clear understanding of learners who are off pace in their learning.</p> <p>Tracking document identifies the symptoms and root causes of their barriers to progress in learning.</p>	<p>Purchase and use GL assessments to provide diagnostic data for all learners. Specific learner caseloads, with clear intervention plans, will be created as a result of this.</p> <p>Carry out analysis of pupils whose attainment is below national minimum expectations across maths and literacy.</p> <p>Carry out ongoing analysis of pupils whose attendance at school continues to be low, or whose timekeeping causes them to miss significant portions of their school experience.</p> <p>Highlight the links between the above noted pupils and the risk factors for poverty;</p> <ul style="list-style-type: none"> - Lone parent families - Minority ethnic families - Families with a disabled adult or young person - Families with a young mother 	<p>Caseload database</p> <p>Diagnostic assessments – GL data</p> <p>Progress Attainment app</p> <p>Tracking notes</p> <p>Achievement of a level database</p> <p>ASN register</p>	

	<ul style="list-style-type: none"> - Families with a child under 1 - Larger families (3+ children) - <p>Establish a tracking overview of learners who are off pace in learning and require additional support. Maintain an overview of all children to monitor the impact of interventions. Repeat analysis of attainment data following every tracking period (October, January and March)</p>		
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Target 2: To identify and support pupils who are off pace in learning and intervene to support them to overcome barriers to progress.

Expected Impact	Interventions Planned	Measure of Success	Impact on learners Ongoing evaluation Dec/June
<p>There is improved attainment and achievement for identified learners across P4-7</p> <p>The number of pupils requiring additional support / enhanced transitions reduces over time. Baseline – 36</p>	<p>Using funding to support staffing will allow the school to protect time for a teacher and PSA to support identified group of learners from P4-7.</p> <p>Staff will continue to plan weekly sessions for identified learners that support the development of life skills.</p> <p>We will employ a wide range of interventions to support the specific needs of pupils. For example;</p> <ul style="list-style-type: none"> - Opportunities for nurture - Therapeutic support (Seasons for Growth, Lego Therapy, Kitbag groups, Nurture groups) - More regular engagement with families through Seesaw for identified learners 	<p>Diagnostic assessments – Leuven scale</p> <p>Caseload database</p> <p>Progress Attainment app</p> <p>Tracking notes</p> <p>Achievement of a level database</p> <p>ASN register</p>	

	<ul style="list-style-type: none">- Signposting families to wider supports and interventions <p>Leuven's scale of engagement completed for each identified pupil on a termly basis. Strengths and difficulties and individual plans adapted.</p>		
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Appendix 1

Pupil Equity Funding Projected Spend



School (select from dropdown)	Donibristle Primary School
PEF Allocation 2024/25:	£ 14,700.00
Underspend 2023/24	3287
Total	£ 17,987.00

2024-2025 Projected/Anticipated Spend

Literacy		
Category	Brief Description	Cost
other (please detail)	GL Assessments	£ 2,250.00
Total Spend		£ 2,250.00

Numeracy		
Category	Brief Description	Cost
other (please detail)	GL Assessments	£ 2,250.00
Total Spend		£ 2,250.00

Health & Wellbeing		
Category	Brief Description	Cost
Total Spend		£ -

Staffing		
Staffing	FTE	Cost
PSA 2	0.24fte (6.5h) Apr-Jul24	£ 1,812.30
PSA 2	0.48fte (13h) Aug24-Mar25	£ 6,315.30
Total Spend		£ 8,727.60

Other		
Category	Brief Description	Cost
Total Spend		£ -



Amount of spend planned	£ 13,227.60
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Unallocated spend	£4,759.40
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