



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



Communities and Education Directorate

Dreghorn Primary School, Early Years Class and Educational Support Resource

Improvement Plan 2022-23



Vision, Values and Aims



Vision

At Dreghorn Primary we ensure the children are working within a safe, secure and caring environment. We aim to provide all pupils with the highest quality learning experiences where they feel happy, motivated and confident to enable them to realise their full potential. This will lead to excellence and quality in their education.

Values -Our values are at the core of all that we do. They are; Respect, Achievement and Ambition, Responsibility, Inclusion and Equity, Nurture and Resilience. The children of Dreghorn Primary have described what each one of our values means to us:

Respect –“We should respect each other, our teachers and all adults in the school. It is important to respect what other children think and believe.”

Achievement and Ambition –“We always try to do our best in all areas of school life and Dreghorn Primary loves to celebrate our success.”

Inclusion and Equity –“It is important that everyone feels included in our school and that no one is ever left out.”

Responsibility –“We should be responsible for our surroundings and our learning. We should be responsible for making good choices”

Nurture – “Our school provides us with a nurturing environment. All the adults make sure we are cared for and that we are ok at all times.”

Resilience –“We work hard at Dreghorn Primary, we know it’s ok to make mistakes but our teachers encourage us to try again and to always bounce back.”

Aims -Our aims at Dreghorn Primary are:

- To enthuse learners through high quality learning and teaching experiences and encourage them to think for themselves.
- To enable our children to become ambitious and motivated lifelong learners with a passion to succeed.
- Celebrate all our achievements.
- To be safe, healthy, active, nurtured, achieving, respected, responsible and included so that we get it right for every child.
- Behave respectfully towards each other.
- To support and inform our parents so that they can work in partnership to help their child be ambitious and achieve success.
- To develop partnerships between staff, parents and the wider community which promotes a positive ethos.

The staff and pupils at Dreghorn strive to be the best that we can be. We have begun a journey of self-evaluation and improvement and are becoming more aware of where the need for improvement is. Through continued partnership working with outside agencies and parents and carers we hope to continue to build upon our good practice and develop Dreghorn Primary further to become the ‘best that it can be’.

NORTH AYRSHIRE COUNCIL

EDUCATION SERVICE IMPROVEMENT PLAN SUMMARY 2022-23

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead. A full version of the service improvement plan will be published on the Council website.



Strategic Plan 2022-23: Dreghorn Primary School, Early Years Class and Educational Support Resource



| Priorities | Whole School – Primary, EYC and ESR | | | |
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| School Priorities | To raise attainment for all in numeracy | To raise attainment in literacy with a specific focus on reading. | To increase emotional literacy across the school community | To raise awareness of Neurodiversity across the whole school community |
| Thematic areas | Improved approaches to teaching and learning in numeracy. Develop a consistent approach to assessment. | Improved approaches to teaching and learning in reading. | Develop a consistent approach to emotional wellbeing across mainstream and ESR classes. | To further enhance whole school awareness and approaches to neurodiversity. |



Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

*Resources to develop
the whole school
library*

*Support for
Learning teacher to
target first and
second level pupils
in Numeracy*

*Resources to support
the delivery of
numeracy planners*

*Resources to support
emotional regulation
across the school*

Detailed Action Plan 2022-23: Dreghorn Primary School, Early Years Class and Educational Support Resource



| Establishment Strategic Priority:1 | | To raise attainment for all in numeracy | | | | | Linked to Directorate Priority: 1 |
|--|-----------------|---|---|--|---|--|-----------------------------------|
| Thematic Area | HGIOS 4 HGIOELC | Supported through PEF? Y/N | How will we achieve this? | Timescale / Assigned to: | Pupil Outcomes <i>What will change for our learners?</i> | Measurement <i>How will we measure impact?</i> | |
| Improving approaches to teaching and learning in numeracy. | 2.3 3.2 | Y | <p>Develop a consistent approach to numeracy learning through planning and assessment.</p> <ul style="list-style-type: none"> Implement new forward planners throughout the school. Implement termly Math topics across the school. Classroom assistant to undertake numeracy support training from PLA. Staff to engage in peer observations of delivery of numeracy. Collegiate time to be provided for staff to plan with new planning format. Review, refine and evaluate planners and amend where necessary Support for Learning teacher to undertake and deliver Number Sense intervention across the school Early Years Staff and Classrooms to undertake Making Maths meaning training and implement in-house | <p>Term1 – Working Party – RC lead ↓ Term 3 - Elizabeth Macfarlane Term 2 – whole staff team Term1 – Working Party – RC lead ↓ Term1 – 4 – Laurel Ligertwood Term 3 – Early Years Team and whole school Classroom Assistants</p> | <ul style="list-style-type: none"> Learners will have opportunity to work in more fluid groupings. Learners will have more opportunity for tailored challenge/support in specific areas of numeracy. All learners will have more knowledge and understanding of their next steps in Numeracy as pedagogical approach is more consistent across the school. | <ul style="list-style-type: none"> Classroom observations and tracking data will show <ul style="list-style-type: none"> fluidity of groupings progression of skills across the levels breadth and depth of learning clear differentiation | |

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| Develop a consistent approach to assessment. | 2.3 | Y | <ul style="list-style-type: none"> • Develop a bank of summative assessments utilising Leckie and Leckie resources. • Refine the assessment calendar to incorporate new assessments. | <p>Term1 – RC</p> <p>Term1 - RC</p> | <ul style="list-style-type: none"> • Most pupils will attain appropriate levels in numeracy and maths and some will exceed these. | <ul style="list-style-type: none"> • Both summative and formative assessment data will show an improvement from 71% to 78% at the end of June 2023. |
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Detailed Action Plan 2022-23: Dreghorn Primary School, Early Years Class and Educational Support Resource



| Establishment Strategic Priority: 2 | | To raise attainment in literacy with a specific focus on reading | | | | | Linked to Directorate Priority: 1 |
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| Thematic Area | HGIOS 4 HGIOELC | Supported through PEF? Y/N | How will we achieve this? | Timescale / Assigned to: | Pupil Outcomes <i>What will change for our learners?</i> | Measurement <i>How will we measure impact?</i> | |
| Improved approaches to teaching and learning in reading. | 1.2 2.3 3.1 3.2 | Y | <ul style="list-style-type: none"> All staff will participate in collegiate sessions to revise SHORS reading strategies. A whole school approach to the teaching of reading through the SHORS strategies. Moderation of reading lessons will show <ul style="list-style-type: none"> a consistent approach to the teaching of reading a robust understanding of reading strategies progression of skills across levels Support for Learning teacher will focus on developing skills in reading through team teaching and small group session Reading will be linked to previously developed Talk4Writing. We will enrich opportunities for reading for enjoyment throughout the school by developing the library Support member of staff will be trained on Reading Boost to target individuals. Staff will submit bid for those requiring Reading Boost and these will be grouped in order of need. | Term 1 – staff team – HD lead ↓ Term1 -4 – Laurel Ligertwood and Staff team ↓ Term1 -4 – staff team – HD lead ↓ Term 1 – Katie Robertson – HD lead | <ul style="list-style-type: none"> Learners will be immersed in a literacy rich environment across the school and playroom. Almost all pupils will be able to articulate the reading skills that they are using, their relevance and application to other contexts. Links will be made where possible to Talk4Writing Contexts. Learners will experience breadth, depth & challenge in lessons with enhanced opportunities for application. There will be equity for all. Reading will be more accessible with correct supports and resources in place. Learners will be aware of their next steps in reading through the PM benchmarking process. Learners will articulate the gains which are a result of reading for enjoyment. Learners will experience a new and improved school library where reading is valued. Learners will have the opportunity to share in reading opportunities with their families | <ul style="list-style-type: none"> Progress and Achievement tracking system and assessment evidence will show an increase in reading attainment. CfE assessment data will show an improvement from 69.76% to 75% at the end of June 2023. Milestones will improve from 79% to 85% at the end of June 2023. Parent views will show a recognised importance of reading both for educational purposes and for enjoyment. Pupil views will show an increase in reading for enjoyment. Staff will bring evidence of change/improvement to tracking meetings. Professional evaluation of impact will show increased confidence. Observation of role play and general discussion in the EYC will see an increase in learners' ability to speak. | |

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| | | | <ul style="list-style-type: none"> • Early Years Practitioner will work with focus groups of children to develop language skills; developing oracy, pronunciation and use of language, through the learning language and loving it program. • EYP Senior in the Early Years Class will lead Book Bug sessions for families across the school to develop a shared enjoyment of reading. • All teaching staff will enhance skills in assessment of reading through a PM Benchmarking refresher. • The library will be redesigned to reflect children's interests and provide opportunities for reading in a safe, stimulating and nurturing environment. • Shared Reading experience will be implemented in the Early Years Class to allow families to attend sharing the enjoyment of reading. • Lending library in the Early Years will be introduced to ensure reading is accessible for all. • Parents will receive an information leaflet explaining the whole school approach to reading and how they can help their child. | <p>Term 1 in prep for Term2 HD</p> <p>Term 1 – 4 – Jayden Carr</p> <p>Term 1 – 4 – Sarita Taggart</p> <p>Term 2 – HD</p> <p>Term 1 – 4 – HD and LG</p> <p>Term 3 – Sarita Taggart</p> <p>Term 3 – Sarita Taggart</p> <p>Term 1 - HD</p> | | |
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Detailed Action Plan 2022-23: Dreghorn Primary School, Early Years Class and Educational Support Resource

| Establishment Strategic Priority:3 | | To increase emotional literacy across the school community | | | | | Linked to Directorate Priority: 4 |
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| Thematic Area | HGIOS 4 HGIOELC | Supported through PEF? Y/N | How will we achieve this? | Timescale / Assigned to: | Pupil Outcomes <i>What will change for our learners?</i> | Measurement <i>How will we measure impact?</i> | |
| Develop a consistent approach to emotional wellbeing across mainstream and ESR classes. | 2.4 2.5 3.1 | Yes | <ul style="list-style-type: none"> • All staff, including support staff and early years' practitioners, to undergo Zones of Regulation training. • Consistent whole school approach to the teaching of self-regulation through theory/language behind Zones of Regulation. • Zones of Regulation curriculum and resources to be distributed to all staff accordingly. • Teaching staff to deliver initial curriculum within Term 1. • Parent curriculum/resources to be developed with OT. • Parental input – possible face to face/pre-recorded for social media/Seesaw. • Zones of Regulation approaches to be used in all areas of school <ul style="list-style-type: none"> - Library to have a Regulation Zone - Assemblies to include language of Zones and check ins with children. - Classes to have visual check ins as well as calm plans for whole class/individual children. | In-service Day - LG Term 1-4 – Whole staff team Term 1 - LG Term 1 – lead LG whole staff Term1 – 4 – LG Term 4 - LG Term 1 – HD/LG Term 1 -4 LG Term1 – whole staff | <ul style="list-style-type: none"> • Learners will be immersed in emotional literacy language across the school. • Almost all pupils will be able to identify the Zones of Regulation, what they mean to them and what strategies they can use within these. • Screening will identify strengths and weaknesses for pupils to inform next steps for interventions in: <ul style="list-style-type: none"> ➢ Self-awareness ➢ Self-regulation ➢ Motivation ➢ Empathy ➢ Social skills • Pupils' will be more comfortable talking about their own emotions. | <ul style="list-style-type: none"> • Zones of Regulation visuals will be noticeable across the school environment. • During pupil focus groups, pupils will be able to talk about what the Zones are and identify strategies. • Staff confidences questionnaire – baseline and end of year. • Pre and Post resilience questionnaire (child and youth resilience questionnaire/Adult resilience questionnaire). • GL assessment – Emotional Literacy • GL - Pass | |

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| | | | <ul style="list-style-type: none">- Staff room- Nurture room | Term 1 – LG Term1 – AH/LG | | |
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Detailed Action Plan 2022-23: Dreghorn Primary School, Early Years Class and Educational Support Resource



| Establishment Strategic Priority:4 | | To raise awareness of Neurodiversity across the whole school community | | | | Linked to Directorate Priority: 5 |
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| Thematic Area | HGIOS 4 HGIOELC | Supported through PEF? Y/N | How will we achieve this? | Timescale / Assigned to: | Pupil Outcomes <i>What will change for our learners?</i> | Measurement <i>How will we measure impact?</i> |
| To further enhance whole school awareness and approaches to neurodiversity. | 2.4 3.1 | Yes | <ul style="list-style-type: none"> Audit staffs' current knowledge and understanding of Neurodiversity. Short term working party will review questionnaire results and audit current resources. All staff to undertake NAC Psychological Services Neurodiversity modules : "An Introduction to Neurodiversity" and "Effective and Inclusive Learning and Teaching Approaches". Collegiate time to provide discussion and development of Neurodiversity. Collaboration across the school to ensure peer observations takes place with a focus on neurodiversity Pupil "Inclusion Squad" set up with representatives from ESR and mainstream classes. Inclusion Squad to meet termly and discuss current and future support ideas for pupils. Programme of assemblies devised to raise whole school pupil awareness of Neurodiversity. | Term 1- PMc Term 1-2 – Lead PMc Term 1-3 – PMc Term 1-4 – PMc Term 3 – Lead PMc Term 1 –PMc Term 1-4 – PMc Term 1-4 – PMc | <ul style="list-style-type: none"> Learners' will have more opportunities to share their views. Learners' will have a greater understanding and acceptance of others and our differences. Learners' learning experiences will be more tailored to suit their specific needs. | <ul style="list-style-type: none"> Staff to undertake NAC pre and post module questionnaires. Results used to ascertain level of understanding. Classroom observations will show variety strategies used to support individual needs. Pre and post intervention questionnaire to ascertain pupils' understanding. Learners' will be able to articulate their differences during pupil focus groups. Parental views gathered shows and increased understanding of knowledge of neurodiversity. |

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| | | <ul style="list-style-type: none"> • Parent Support Group to meet monthly and prioritise areas for discussion related to the plan, resulting in a calendar of topics for the 2022/23 session. • Workshops devised and delivered to aid parental understanding of Neurodiversity. • Information leaflets to be created and distributed to all families. | <p>Term 1-4 – PMc</p> <p>Term 2 – PMc</p> <p>Term 2 - PMc</p> | | |
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