Communities and Education Directorate

Dreghorn Primary School,

Educational Support Resource

and Early Years Class

Improvement Plan

2024-2025

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

In session 2022-2023, we reviewed our values with all stakeholders, including pupils, staff, parents and outside partners. In reviewing the values we have chosen 4 that mean the most to us as a school. These are **Achievement, Nurture, Respect** and **Responsibility**. This session we will be exploring them further to develop what they mean to us as a school.
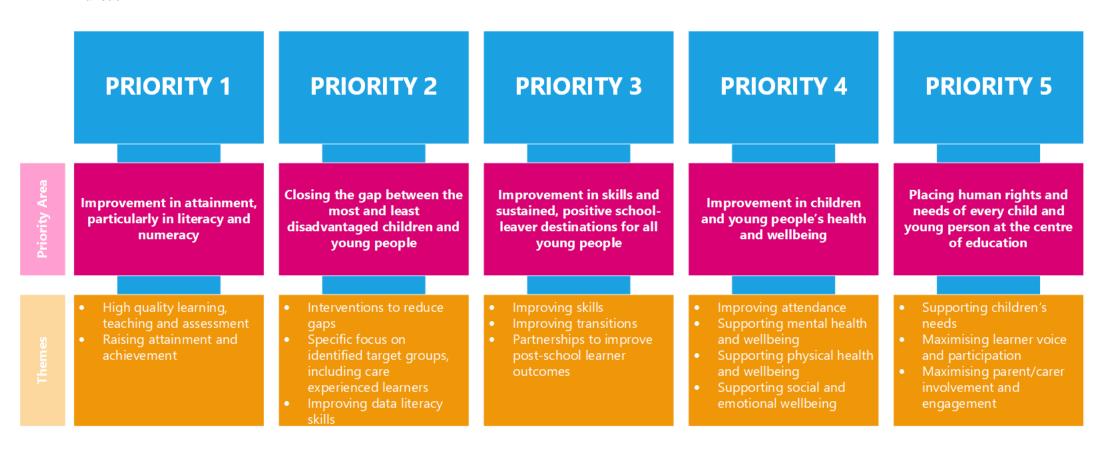
Aims

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'.

EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2023/4 – 2025/6

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.

	PRIORITY 1	PRIORITY 2	PRIORITY 3	PRIORITY 4	PRIORITY 5
Priority Area	Improvement in attainment, particularly in literacy and numeracy	Closing the gap between the most and least disadvantaged children and young people	Improvement in skills and sustained, positive school-leaver destinations for all young people	Improvement in children and young people's health and wellbeing	Placing human rights and needs of every child and young person at the centre of education
Themes	• High quality learning, teaching and assessment • Raising attainment and achievement	• Interventions to reduce gaps • Specific focus on identified target groups, including care experienced learners • Improving data literacy skills	• Improving skills • Improving transitions • Partnerships to improve post-school learner outcomes	• Improving attendance • Supporting mental health and wellbeing • Supporting physical health and wellbeing • Supporting social and emotional wellbeing	• Supporting children's needs • Maximising learner voice and participation • Maximising parent/carer involvement and engagement

PRIORITY 1

Strategic Objective:
To raise attainment across literacy and numeracy whilst embedding DPS writing and numeracy planners.

Highlight your KEY drivers for this improvement priority

HGIOS○ & HGIOS ELC
Language specific to HIGIOELC is in green

Service Priorities
1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

1.1 Self-evaluation for self-improvement
1.2 Leadership for learning
1.3 Leadership of change
1.4 Leadership & management of staff *(practitioners)*
1.5 Management of resources to promote equity

2.1 Safeguarding & Child Protection
2.2 Curriculum
2.3 Learning, teaching & assessment
2.4 Personalised Support
2.5 Family Learning
2.6 Transitions
2.7 Partnerships

3.1 Ensuring wellbeing equality and inclusion
3.2 Raising attainment & achievement *(Securing children's progress)*
3.3 Increasing creativity and employability *(Developing creativity and skills for life and learning)*

NIF Drivers of Improvement
1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

Care Standards - Care Inspectorate Quality Indicators
Applicable within all early years setting

1.1 Nurturing care and support
1.2 1.2 Children are safe and protected
1.3 Play and learning
1.4 Family engagement
1.5 Effective transitions

2.1 Quality of the session for care, play and learning
2.2 Children's experience high quality facilities

3.1 Quality assurance and improvement are led well
3.2 Leadership of play and learning
3.3 Leadership and management of staff and resources

4.1 Staff skills, knowledge and values
4.2 Staff recruitment
4.3 Staff deployment

Rationale for Change

Over the past two sessions staff have worked to create writing and numeracy pathways. These plans enable the building of skills and breadth of application across the curriculum. Self-evaluation has revealed that staff has reported us as Good through quality assurance procedures for QI 2.3. Inconsistent feedback from pupils and class learning walks/moderation regarding challenge, pupil choice and differentiation has led to a focus on these learning and teaching strategies.

PRIORITY 1: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
All learners will be active participants in high quality, challenging and enjoyable learning experiences.	Explore Learning, Teaching and Assessment document with staff – focusing on Pace, differentiation and challenge.	T1-4 HD	Observations will show an increase in opportunities for differentiation and challenge		
	Observations will focus on key points from Learning and Teaching document including pace, differentiation and challenge	T1-RCL			
	Embed new writing planners across the school.	On-going – CL	Observations – peer and SLT, tracking and monitoring meetings, jotter monitoring, HGIOURS conversations will show increased attainment and a more consistent approach to writing L, T and A.		
	Update consistency guides in line with new plans	Term 1 – HD			
	Familiarise staff with the Moderation cycle during collegiate time.	Term 2, Term3 and Term 4 – all staff	Tracking & monitoring meetings, CfE data, staff confidence levels		

	Carryout writing assessment moderation – multi-stage approach			
	SFL Teacher will target children identified through new writing assessments requiring support on basic tools for writing (all the time toolkit)(PEF)	T2-4 L Ligertwood	Pre and post writing assessment data will show an increase in skills gained.	
	Class observations, SLT and peer, focused on standalone writing lessons	Term 2 and Term 3 SLT and all staff	Observations, HGIOURS conversations	
	Literacy parental workshop	Term 1 - HD	Feedback gained from parents	
	Embed new numeracy planners; incorporating problem solving strategies	Ongoing – all staff	Class observations – peer and SLT, tracking and monitoring meetings, jotter monitoring	
	Cluster approach to mental agility and algebraic thinking to be undertaken	Ongoing – SB	Observations within the upper school	
	Refresher of number talks through modelling of lessons	Term 1 – KH, SB, LK and CW	Staff confidence levels, class observations	
	Update consistency guide to numeracy and maths	Term1 – RC-L	Class observations	
	Introduce Numeracy Visuals throughout the Playroom (EYC)	Term 1- EY Senior	Shared understanding and language of learning, increased coverage of EY Numeracy milestones.	
	Class observations to focus on either Number Talks or problem solving strategies	Term 1 and Term 4 SLT and all staff		

Re-introduce numeracy support groups within the eyc, including numeracy group time	Term 1 then ongoing – CMc	Playroom observations, early years numeracy milestones increase, numeracy will be more visible within the playroom	
Re-evaluate content of the numeracy plans	Term 4 – all staff	Consistency across planning and observations, staff feedback	
Numeracy parental workshop	Term 1 – RC-L	Parental feedback	

PRIORITY 2

Strategic Objective:

To enhance positive relationship through a whole school approach to nurture, utilising NAC's Positive Behaviour Planning Policy.

Highlight your KEY drivers for this improvement priority

Service Priorities
1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

HGIOSⓄ & HGIOS ELC
Language specific to HIGIOELC is in green

1.1 Self-evaluation for self-improvement
1.2 Leadership for learning
1.3 Leadership of change
1.4 Leadership & management of staff *(practitioners)*
1.5 Management of resources to promote equity

2.1 Safeguarding & Child Protection
2.2 Curriculum
2.3 Learning, teaching & assessment
2.4 Personalised Support
2.5 Family Learning
2.6 Transitions
2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion
3.2 Raising attainment & achievement *(Securing children's progress)*
3.3 Increasing creativity and employability *(Developing creativity and skills for life and learning)*

NIF Drivers of Improvement
1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

Care Standards - Care Inspectorate Quality Indicators
Applicable within all early years settings

1.1 Nurturing care and support
1.2 Children are safe and protected
1.3 Play and learning
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2.1 Quality of the session for care, play and learning
2.2 Children's experience high quality facilities

3.1 Quality assurance and improvement are led well
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4.3 Staff deployment

Rationale for Change
This is in line with the NAC Service Improvement Plan. As the landscape of inclusion changes across all establishments, there is a need for a deeper understanding of dysregulated behaviours and how our relationships with one another can ensure a safe and secure place to work and learn. An increase in dysregulated behaviour, struggles with emotional regulation and higher levels of anxiety have had impacted upon our pupils.

PRIORITY 2: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
A whole school approach to managing dysregulate behaviours	Explore the NAC's Positive Behaviour Planning.	Ongoing – all staff	Reduced incidents within the mainstream setting, Staff understanding and confidence levels increase		
	Undertake 'Supporting Dysregulated Learners' training with Diane Ferguson (Ed. Psych.)	Sep-Feb – D. Ferguson			
	All PSAs to undertake CALMs de-escalation training	Sep in-service – all PSAs	Staff confidence and understanding		
	Create an agreed Managing Dysregulated Behaviours Protocol	Term 3 – PMc & LK	Consistency in approach and language used in managing behaviours		
	Well-being week to have a focus on mental health and wellbeing	Term 4 – PMc & LK			
Shared language of learning around emotional regulation	Consolidate current practice on zones of regulation	Term 1 – LG	Consistency of approach, HGIOURs discussions		
	Parental workshop on zones	Term 1 - LG	Parental engagement and feedback		

PRIORITY 3

Strategic Objective:
To develop a whole school approach to the teaching of Science, Technology, Engineering, Art and Mathematics.

Highlight your KEY drivers for this improvement priority

<u>Service Priorities</u>
6. Improvement in attainment, particularly in literacy and numeracy
7. Closing the attainment gap between the most and least disadvantaged children and young people
8. Improvement in skills & sustained, positive school-leaver destinations for all young people.
9. Improvement in children & young people's health & wellbeing
10. Placing human rights & needs of every child & young person at the centre of education

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<u>NIF Drivers of Improvement</u>
7. School & ELC Leadership
8. Teaching & Practitioner Professionalism
9. Parent/carer involvement & engagement
10. Curriculum & Assessment
11. School & ELC Improvement
12. Performance Information

Care Standards - Care Inspectorate Quality Indicators
Applicable within all early years settings

1.6 Nurturing care and support
1.7 1.2 Children are safe and protected
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1.9 Family engagement
1.10 Effective transitions

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2.2 Children's experience high quality facilities

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Rationale for Change

STEAM has been identified through the self-evaluation process as an area for development. Pupil engagement and motivation was identified as being lower than all other areas in the CIRCLE evaluation. Positive school leavers destination is a National priority and DYW would enhance future aspirations.

PRIORITY 3: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
Increased curriculum coverage in all areas of STEAM.	New Greenwood Cluster digital planners to be introduced.	Ongoing	Observations, HGIOURS conversations, forward planners		
	Introduction of Curricular based 'Community Time' across CfE levels.	Term 2 – Art Term 3 – Science Term 4 – Technology/ engineering – all staff	Increased engagement and enjoyment, HGIOURs, forward planners – breadth, increased positive relationships		
	Review and development of current curricular planners	Term1 and Term4 – w/party	Consistency in forward planners, progression of skills taught		
	Audit current resources	Term 1 – w/party			
	Introduce new digital planners in EYC	Term 1- EY Team	Observations, Progression of skills, Shared digital language		
	Skills progression to be introduced for Technology and Engineering	Term1-4 Technology working party	Consistency in language used. Forward Plans will show progression of skills taught.		
Increased partnership working	STEAM week: • Dyson lessons	Term 2 – all staff	Increased partnerships with local business, positive partnerships		

	• BAE systems • Rolls Royce • Eglinton Park • Science Centre Visit • Art exhibition • Parental engagement		promoted through real life experiences, feedback, skills and critical thinking increased, problem solving skills increased	

This should only be completed for aspects of your PEF spend <u>not</u> included within your Improvement Plan priorities.

PEF contact - HT or DHT with responsibility for the plan:		Emma Reeves			
Carry forward:	-£192.00	**Total Allocation:**	£75,725.00	**Total:**	£75,533.00

PEF Action Plan

Poverty Related Gap	Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Detail of Spend	Measures of Impact	Analysis & Evaluation of Progress
Provide details of the gap or barrier you wish to address.	Specifically, what will change for our learners?	What do we plan to do to achieve this outcome?	What are our timescales? Who will lead?	Record cost & provide concise detail of what this entails.	How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.	What does the data tell us? How well is evidence from self-evaluation analysed to improve pupil outcomes? How is the spend contributing to narrowing our attainment gap?
Learners with a reading age less than 8 – 6 months below their own.	Readers will increase in reading age and understanding during their input. Readers will read at their expected ACEL level after their input.	C/A will provide Reading Boost to targeted groups of 10 children, in a 8 to 10 week programme, 2 days a week – August 24-March 25	– C/A Ongoing through the session	**£5,766.36 11hrs – Aug 24 – Mar 25**	Pre and post assessments will show an increase in reading age. Ongoing reading sessions will show improvements.	
Learners are lacking skills in writing, use of punctuation etc resulting in lower writing levels than expected.	Learners will have increased understanding of the skills of writing. Learners will have increased confidence when independently writing.	Small group writing sessions to target; punctuation, sentence structure and content of writing – each group to be seen once a day 5 days a week	L Ligertwood – SfL teacher Ongoing throughout the session	**£69,125.60**	Pre and post assessment data. Writing assessments will show an increase in benchmarks attained. PTE data will show improvements overtime.	