



# **DEDRIDGE PRIMARY / GLENVUE NURSERY IMPROVEMENT PLAN**

**2019 / 2020**

# Factors Influencing the Improvement Plan

## School Factors

Addressing Action Points identified in school's Self Evaluation procedures  
Cluster Improvement Plan  
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*

## Local Authority Factors

*Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework*  
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))  
*Transforming Your Council*  
[Corporate Plan](#)  
Education Services Management Plan  
West Lothian Parental Involvement and Engagement Framework  
Increased entitlement to early years' provision

## National Factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All  
Pupil Equity Funding  
How Good is Our School? 4<sup>th</sup> Edition and How Good is Our Early Learning and Childcare  
Getting it Right for Every child (GIRFEC)  
Curriculum for Excellence  
Developing Scotland's Young Workforce  
Building the Ambition  
Child Protection Issues / Guidance  
GTCS standards and professional update





## **Contextual Data Analysis and Rationale for 2019/20 SIP**

### **a) Background**

Dedridge Primary School has a current role of 253. Of these children, we also have an autism resource which consists of 24 children. The Head Teacher is supported by a Depute Head Teacher, a principal teacher with a specific remit for the resource and a Principal Teacher for mainstream. This session, an extra Principal Teacher was also appointed to support the school in engaging our most disengaged learners. The ethos of the school has been a core feature of the school's improvement work for the last three years and recent data taken from all stakeholders shows that we have developed an ethos of mutual trust and respect where all feel valued.

### **b) Data**

Our data shows that overall, attainment in literacy and numeracy is good. By the end of P1, most children attain the appropriate CfE levels in listening, talking and reading. In writing most children achieve early level by the end of P1. By the end of P4 and P7 most children achieve the appropriate curriculum for excellence level in listening, talking, reading and writing. Specific data gathered for writing shows that the interventions we have undertaken has improved the engagement of our reluctant writers and that this, in turn, has had a positive impact on some of the attainment. Planned writing interventions will ensure that this enjoyment continues to have a positive effect on our learners. Attainment in numeracy and mathematics is good and has also improved in some areas of the school. Data analysis proves that most learners in P1, 4 and 7 attain in line with national expectations. Planned interventions will support learners in P4 and P7. Pupil Equity funding will also allow us to engage in 'mindfulness in maths training' and to carry out a focussed intervention with our Primary 6 and 7 cohort where data shows us engagement is particularly low.

### **c) What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning?**

A number of our identified children experience gaps due to lack of parental literacy/numeracy, Looked After Children status, ASD, early life experiences and ongoing family issues which have an impact on their aspirations for learning. Our target groups will be for identified children who experience barriers in literacy and numeracy, as well as all identified children requiring support to improve their engagement. Attendance and lateness will be monitored in line with the West Lothian Attendance policy. These results will ensure that targeted children are supported through our family worker and that difficulties associated with attending school on time are addressed. Engagement in next year's P6 and 7 children is particularly low. In this area, there are many children who are experiencing challenges associated with adverse childhood experiences, autism and challenges associated with being looked after children. This is resulting in a wide disengagement of learning and behaviours which are affecting the learning outcomes for all. Targeted interventions, planned through school improvement priorities, will seek to address these needs and engage all children in their learning. Further analysis of our teacher judgement data shows that there is not a significant gap between the attainment in literacy and numeracy of pupils who are in Quintile 1 and those that are in Quintile 2-5. Data also shows that our overall attainment has improved. However, on average 25% of pupils across school are "not on track" (Teacher Professional Judgement) for literacy and 20% of our pupils are not on track for numeracy. The barriers to learning here are varied with no single cause, however confidence, mental wellbeing, focus and concentration, vocabulary, poor engagement from the parent body and the negative impact of community behaviours which are brought back into school are all contributing factors.

### **d) Summary/overview of proposal & non-negotiable outcomes**

We propose to increase our Family Support Worker from one day to two to allow her to further engage and support identified children and families on improving attendance levels and issues associated with engagement in learning, Pupil Support Workers (PSW) will be retained to provide focussed literacy and numeracy interventions from P1 to P5 as well as support engagement in P6 and P7. A Principal Teacher will be retained for 3 days through Pupil Equity Funding and will provide targeted support in numeracy in P4 and P7. He will also engage in targeted interventions to increase the levels of engagement in the P6 and P7 cohorts. This will involve additional supports such as life skills and outdoor learning to help children overcome barriers to learning and raise their aspirations for what they are able to achieve. A teacher has been retained for 2 days to focus on literacy skills in P6 and P7 with other literacy interventions being carried out in P4 and P5 by the DHT and Support for learning teacher. A speech and language therapist will also be retained to support with intervention such as vocabulary development and key skills associated with learning. These targeted interventions will be focussed on improving the attainment in literacy and/or numeracy with identified

children. The Principal Teacher who leads the resource will undertake a thematic review of all learning and teaching strategies with an aim to increase attainment in the ASD provision also. Through all of these listed interventions, we expect to see an increase in pupil attainment and decrease in off-task behaviours which disrupt learning. For ASD pupils, within the resource, we expect to see a calm, structured and predictable learning environment and a consistent approach to identifying, addressing and supporting their varied needs. We will continue with PEEP sessions for our nursery children in order to support parental engagement within the school. Our Early Graduate will also carry our targeted interventions to support children in their vocabulary development as well as other early literacy issues.

**DedridgeSchool and Glenvue Nursery - School Improvement Planning for Ensuring Excellence and Equity**

<b>School priorities linked to NIF priorities</b> <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	<b>NIF driver mapping</b> <i>(check as appropriate)</i>	<b>Proposed Actions</b> <i>(note any external supports e.g. Cluster, authority, RIC etc.)</i>	<b>By</b>	<b>Measures of Success</b> <i>(include performance data, quality indicators and stakeholders' views)</i>
<p><b>Raising attainment for all, particularly in literacy and numeracy:</b></p> <p>All children receive regular, well-planned learning in Expressive Arts.</p> <p>Children will be supported through a calm, structured and predictable learning environment and a consistent approach to identifying, addressing and supporting their varied needs.</p> <p>Increased staff confidence in the teaching and assessment of writing</p> <p>Increased opportunity for staff collaboration through targeted CLPL, focussing on outdoor learning</p> <p>ELC: Planning to be focussed and timely, reflecting on the needs of all within the nursery</p>	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> <li>- Audit expressive arts as a continued focus throughout mid term planning</li> <li>- Develop flexible, progressive frameworks for Expressive Arts from Early to Second Level.</li> <li>- QA quads to focus on Expressive Arts as one of their observed lessons</li> <li>- Implement Imagine programme</li> <li>- Implement Drama Box throughout the school during term 2</li> <li>- Further promote school choir</li> <li>- Learners conversations to focus on expressive arts and their view of its place in our curriculum</li>   <li>- Implement Action Plan / driver diagram led by PT in the resource</li> <li>- Implement Action plan led by PEF PT and HT in Area A</li> <li>- Engage with partners to ensure that learning and teaching is of the highest quality</li>   <li>- Staff professional learning opportunities to be based on high quality feedback, especially in the area of writing</li> <li>- Principal teacher to engage in the authority work linked to success criteria, learning intentions and feedback and to link this back to the subject of writing</li>   <li>Staff (including ELC) to engage in CLPL opportunities for outdoor learning with Landscapes through learning</li> <li>- ELC to develop outdoor spaces in conjunction with this training</li> <li>- ELC to increase risky play opportunities, both inside and outside the nursery</li>   <li>- Nursery action plan to be implemented</li> </ul>	SLT  Iona M ALL  ALL IM JG/ NB PTs   NB  CM/ KF   Clus ter  KK   ALL   BT KS EY G	<p>All mid term plans contain an element of expressive arts. There is some evidence that this is being taught in a progressive manner</p> <p>Almost all pupils, through focus groups, feedback positively about their learning in Expressive Arts</p> <p>Impact of drama box to be measured in the Oct – Dec term through staff and learners conversations</p> <p>Quality assurance of planning and learning and teaching to reflect a more individualised approach to learning and teaching strategies Attainment data will show a clear improvement</p> <p>Quality assurance quads to determine the impact of high quality feedback on the improvement of writing Attainment data will show an improvement in children 'on track' for learning</p> <p>Planning to reflect an increase in outdoor learning opportunities being offered to our children Observations within the ELC to show an increase in the amount of risky play being offered to children</p> <p>Planning to reflect a focussed change, according to the</p>
<p><b>Closing the attainment gap between the most and least advantaged children:</b></p> <p>Through targeted interventions 80% of our young people in Quintile 1 are achieving First Level in Literacy and Numeracy by the end of P4 and 85% in literacy and Numeracy at the end</p>	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<p>Implement PEF driver diagram focussing on CPA approaches. Further implement problem solving approaches Implement PEF driver diagram focussing on mindfulness in maths work</p> <p>Implement action plan on attendance interventions through</p>		<p>Target achieved in CfE levels supported by ongoing tracking. Confidence impact surveys show 50% increase in confidence reported by young people and</p>

<p>of P7</p> <p>Increase and sustain attendance for young people in Quintile 1 to above 90%</p> <p>Increased understanding of vocabulary in our nursery children</p>		<p>work from Action for Children</p> <p>Focussed implementation of the attendance policy</p> <p>Early years graduate to focus on the vocabulary gap</p>	<p>CM</p>	<p>parents/carers</p> <p>Target achieved in attendance</p>
<p><b>Improvement in all children and young people's wellbeing:</b></p> <p>An increased understanding of the importance of respect to all and how the lack of respect impacts upon their wellbeing</p>	<p><input type="checkbox"/> School Improvement</p> <p><input checked="" type="checkbox"/> School Leadership</p> <p><input type="checkbox"/> Teacher Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input type="checkbox"/> Assess. of Chdn's Progress</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<ul style="list-style-type: none"> <li>- Self-reporting techniques on wellbeing indicators to be used as baseline for intervention</li> <li>- Reseptme resources to be introduced</li> <li>- School to continue to engage with the 'building resilience' resource</li> <li>- Respect to have a renewed focus through learning and teaching, as well as in areas such as the dining hall and playground</li> <li>- Anti bullying policy to be developed in line with West Lothian Respect for all policy</li> <li>- One trusted adult work to focus on mindfulness to allow children reflect on behaviour and strategies that will help them cope with 'spiky' emotions</li> <li>- Lisa Watt to engage in HWB champion networks</li> <li>- ELC to focus on a range of emotions</li> <li>- ELC to focus on the four values of kindness, respect, honesty and resilience</li> <li>- Digital literacy to focus on online safety</li> </ul>	<p>NB LW EG CM PS W</p>	<p>Over the course of the year, chill out records and Seemis will show a decrease in children showing disrespect to peers and to staff</p> <p>Parents reporting 'bullying' incidents will have decreased as we engage in this work.</p> <p>Thematic review with cluster to analyse progress of one trusted adult</p> <p>Audit from Digital Schools Award</p>
<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p>Increased opportunities for children to transfer their understanding of employability skills into practical opportunities</p>	<p><input type="checkbox"/> School Improvement</p> <p><input type="checkbox"/> School Leadership</p> <p><input checked="" type="checkbox"/> Teacher Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input type="checkbox"/> Assess. of Chdn's Progress</p> <p><input type="checkbox"/> Performance Information</p>	<p>Increase partnerships in order to further promote children's employability skills in ELC and school</p> <p>Digital directors to continue to support other schools in digital literacy through #dedridgedoesdigitaldirectorsontour</p>	<p>BT</p>	<p>Learners conversations to reflect an increase in their understanding of employability skills and the importance of them</p>