

Dirleton Primary School Improvement Plan

2019-2020



Dirleton Primary School

School Context, Aims, Values

Dirleton Primary School is a rural school at the heart of the community. The school serves the village of Dirleton and the surrounding areas. It was opened on the present site in 1912. It is a traditional stone built building which was refurbished and extended in 2013. The school building comprises 4 classrooms, a GP room, a Gym hall, a school library and a lunch hall. The school roll is currently 71 - 42boys & 29 girls). For session 2019/20 the class structure is P1, P2/3/, P4/5 and P6/7.

The staffing profile of the school is 1 HT, 4 class teachers, 1 Sfl teacher teaching 1 day per week, visiting specialists of Music, PE and a Brass Tutor. There are 2 ASN Auxiliaries, 2 classroom assistants, 1 lunch hall supervisor, 1 playground supervisor, 1 cleaner/janitor and 1 school administrator.

Our School Vision

At Dirleton Primary School we encourage our learners to achieve their dreams. Our Vision statement is '**Dream it, Live it, Achieve it.**'

Values

Our pupils, families and staff chose which values we want to embed in our school community. At Dirleton Primary School we encourage:

- Kindness & Friendliness
- Teamwork
- Healthiness
- Responsibility
- Respectfulness
- Honesty
- Perseverance

Aims

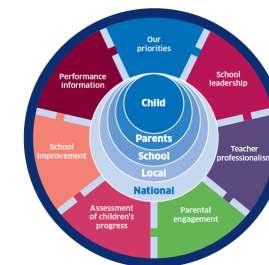
Our school aims reflect the high expectations and aspirations that we share as a school community for all our learners.

- To support all our pupils to achieve
- To encourage pride in our local community, using this as a key learning resource.
- To work with parents and families to encourage every pupil to aim high and recognise their achievements
- Through high quality learning experiences, equip our pupils with the skills for life, learning and work
- To strive for excellence for all our learners

National Priorities (NIF)

In line with the National Improvement Framework, school improvement priorities should clearly articulate with the following 4 key priorities in session 2018/19:

- **Improve attainment, particularly in Literacy and Numeracy**
- **Close the attainment gap between the most and least disadvantaged children**
- **Improve children and young people's health and well-being**
- **Improve employability skills and sustained, positive destinations for all young people (DYW 3 to 18)**



Local Priorities

East Lothian Council Plan 2017-2022

Reducing inequalities within and across communities

- Implement the recommendations within the Poverty Commission Action Plan

Growing our Economy

- Reduce unemployment and improve employability

Growing our People

- Reduce the attainment gap and raise the attainment and achievement of our children and young people and improve the life chances of the most vulnerable people in society

Growing our Communities

- Extend community engagement and decision making and increase community and individual resilience

Growing our Capacity

- Deliver excellent services as effectively and efficiently as possible within our limited resources

East Lothian Education Service Improvement Plan

- Improve inclusion, wellbeing and equality
- Improve attendance and reduce exclusions
- Raise attainment and achievement, particularly the lowest 20%, LAC and ASN
- Improve positive destinations, particularly the lowest 20%, LAC and ASN
- Improve the % of schools and early learning and childcare settings evaluated as good or better across the NIF quality indicators

School Priorities


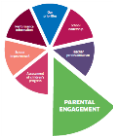






School Priorities – identify three or four main priorities only. Please take account of the new developments towards a self-improving schools approach and focus on curriculum development and pedagogy of learning, teaching and assessment. Use the following HGIOS4 & equivalent HGIOELC QIs as a guide towards addressing the areas for improvement identified:

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.1 Inclusion, equality and wellbeing
- 3.2 Raising attainment and achievement





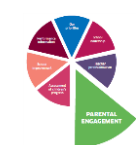

This is what we plan to do during session 2019-20

- Review the implementation of activities to support the development of pupil Health & wellbeing
- Develop a consistent whole school approach to learning, teaching and assessment of learning
- Develop approaches to engage parents/carers with family learning and partnerships
- Develop approaches to support high quality play

Priority : Review the implementation of activities to support the development of pupil Health & wellbeing
1.3, 3.1, 3.2

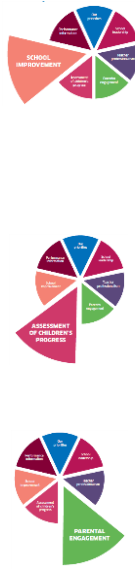

<p>Actions Related to NIF priority <i>Improvement in children and young people's health and wellbeing</i></p>	<p>Drivers for improvement</p>	<p>When/Who</p>	<p>Impact/Evidence</p>
<ol style="list-style-type: none"> Continue to embed the ethos of a 'rights respecting school' Continue to develop a consistent approach to managing distressed and challenging behaviours through restorative practices Staff to work collectively to plot a progressive path for a whole school approach to engaging children with the wellbeing indicators, utilising the key resources <ul style="list-style-type: none"> - 'Ice Pack' resource' - 'Building Resilience' resource (Staff will attend training to deliver the 'Building Resilience' programme) - Whole school approach to promoting mindfulness Continue to develop approaches to food education, giving due consideration to the skill progression associated with this approach to learning and how we best structure opportunities for stakeholders to support us with this Develop the 6 principles of a nurture group using the preparation of food as a means to support wellbeing <ol style="list-style-type: none"> Children's learning is understood developmentally The school offers a safe base The importance of nurture for the development of wellbeing Language as a vital means of communication All behaviour is communication The importance of transition in children's lives 	   	<ol style="list-style-type: none"> All staff throughout 19/20 All staff throughout 19/20 HT & CTs throughout 19/20 HT, ASN Aux Dirleton Good Neighbours throughout 19/20 HT, ASN Aux throughout 19/20 	<p>Impact:</p> <ol style="list-style-type: none"> Developing a culture and ethos of care and respect for our school and wider community Learners working in partnership with the school to develop mutual respect Learners self-aware and personal responsible for their own actions Parents aware of restorative approaches implemented in school Staff developing a holistic awareness of children in their care Staff supporting the development of personal health & wellbeing School and families working in partnership to support and improve the resilience of our learners. Mutually beneficial partnerships developed with stakeholders and wider community Learners developing their Knowledge of foods that are seasonal foods and sustainable in our local context. Consider a solution to minimise food waste and what we do with it > reduce, recycle, re-use Staff are aware of the principles of a nurturing approach and apply them accordingly <p>Evidence:</p> <ol style="list-style-type: none"> Learners demonstrating the school values by their personal actions Achievement of RRSA awards Restorative strategies agreed with children and in place to support them Restorative practices consistently shared with parents Monitoring associated with the wellbeing indicators Pastoral Notes used consistently to convey information Seemis wellbeing application used consistently for child's plans Progressive skills framework developed to track experiences Children engaging in regular food orientated experiences in an environment that promotes security, routines, clear boundaries and carefully planned, repetitive learning opportunities to support their needs
			

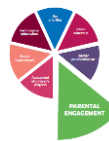
**Priority : Develop a consistent whole school approach to learning, teaching and assessment of learning
1.3, 2.3, 3.2, 3.3**

<p>Actions</p> <p><u>Related to NIF priority</u> <i>Improvement in attainment</i></p> <p><u>Related to NIF priority</u> <i>Closing the attainment gap between the most and least disadvantaged children and young people</i></p>	<p>Drivers for improvement</p>	<p>When/Who</p>	<p>Impact/Evidence</p> 
<ol style="list-style-type: none"> 1. ELC Curriculum frameworks consistently used to support planning for learning, teaching and assessment 2. Develop a consistent approach to ensure that we use the moderation cycle to develop a shared understanding of standards and expectations across the curriculum 3. Staff to work inwardly and outwardly to ensure consistent approach to pedagogy of Literacy & Numeracy/Mathematics lessons/activities 4. Consistently track children’s progress using assessment quadrants. Poorly performing children to be identified, targeted and supported to improve attainment and achievement 5. Develop a relevant, purposeful and manageable way to track and recognise the skills developed through pupil’s wider achievements. 6. Work with ELC colleagues to develop effective use of digital literacy across the curriculum 7. Review distributive leadership roles and how we can facilitate these roles better to ensure responsibilities within a small school setting are manageable and affect positive impact on learners. 		<ol style="list-style-type: none"> 1. HT & CTs throughout 19/20 2. HT & CTs throughout 19/20 3. HT & CTs throughout 19/20 4. HT & CTs throughout 19/20 5. All staff throughout 19/20 6. HT & CTs throughout 19/20 7. All staff Lead Learner Responsibilities throughout 19/20 	<p>Impact:</p> <ol style="list-style-type: none"> 1. Staff - Increased professional understanding of progression pathways Comprehensive coverage of Es & O Deepened knowledge of the national benchmarks Secure knowledge of pupils being ‘on track’ Pupils - following a relevant, progressive pathway of learning 2. Staff use of a range of assessments to make confident professional judgements of learners’ progress 3. Consistency of practice across the school in literacy & numeracy/mathematics 4. Learner’s attainment improving Learners achieving appropriate to their ability 5. All staff knowledgeable of the wider achievements of learners and the associated skills 6. Teachers more confident and effectively engaging with digital literacy 7. Identified lead learners initiating change to affect school improvement <p>Evidence:</p> <ol style="list-style-type: none"> 1. Coverage of experiences & pupil performance more clearly tracked Interventions applied to support progress Pace and challenge offered where necessary 2. Staff have a shared understanding of standards and expectations across the curriculum and across the school Increased confidence in teacher’s professional judgements 3. Pedagogy of literacy & numeracy/mathematics 4. Coverage of experiences & pupil performance more clearly tracked Interventions applied to support progress Pace and challenge offered where necessary 5. Wider achievements recognised, celebrated & tracked Skills related to wider achievements recognised and tracked purposefully 6. Staff working with ELC colleagues to develop the knowledge and skills to deliver features of digital literacy effectively Learners more familiar and aware of technological developments and how this impacts on society & the world of work 7. Staff developing leadership roles and driving improvements
			

Priority : Develop approaches to engage parents/carers with family learning and partnerships



1.3, 2.3, 2.5, 3.1, 3.2

<p>Actions <u>Related to NIF priority</u> <i>Closing the attainment gap between the most and least disadvantaged children and young people</i> <u>Related to NIF priority</u> Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>Drivers for improvement</p>	<p>When/Who</p>	<p>Impact/Evidence</p>
<ol style="list-style-type: none"> The school will work in partnership with the DSP (Parent Forum) to identify and create more meaningful opportunities for all stakeholders to engage with self-evaluation for self-improvement Further develop opportunities for parents to engage with school life through engagement/ support with - - <ul style="list-style-type: none"> - Intergenerational partnerships - charitable pursuits - lunchtime/after school clubs - Annual events - Universal family learning opportunities - Developing skills for life and work (DYW) The school will work with parents to develop a shared understanding of how assessments inform next steps for learning and share regularly with families achievement and attainment in literacy, numeracy/mathematics and health & wellbeing Offer families formal and informal opportunities to engage with school to develop ways to best support their children's learning Using the CIRCLE resource, continue to develop approaches for inclusive learning and collaborative working across the school Ensure that tracking & monitoring the progress of learners on the child planning framework is consistent across the school and has the needs and best interests of the child at the centre 		<ol style="list-style-type: none"> 1. HT, All staff & DSP throughout 19/20 2. HT, All staff & Parents throughout 19/20 3. HT, SfL, CTs, All staff & Parents throughout 19/20 4. HT, SfL, CTs, All staff & Parents throughout 19/20 5. HT, SfL, CTs, All staff, Ed Psych & Parents throughout 19/20 6. HT, SfL, CTs, All staff & Parents throughout 19/20 	 <p>Impact:</p> <ol style="list-style-type: none"> School & parents working in partnership to improve the school Parents supporting aspects of school life and school improvement School & families sharing an understanding of the needs of learners Parents/carers more knowledgeable about the progress, achievement & attainment of their children Opportunities to share a common goal of raising attainment Involving parents in appropriate professional learning to support the needs of their children School & parents sharing strategies to overcome barriers to learning Staff developing a greater holistic awareness of children in their care School responsive to identified needs of learners Learners achievement & attainment improving Learning environments offer the best opportunities for inclusive learning CTs more aware of the performance of learners in relation to their ability Learner's attainment improving <p>Evidence:</p> <ol style="list-style-type: none"> DSP supporting school improvement activities A mutually beneficial partnership developed to improve outcomes CTs working with families to engage them in the learning process Parental engagement with children's learning profiles School & parents working in partnership to improve attainment Plans responsive to the needs of individual learners Pupil performance tracked and mechanisms & Interventions in place for school and family to support progress Additional Needs profiles outlining support mechanisms & strategies Review of children's needs as necessary Learning environments are designed and structured to consider the needs of all learners Interventions applied to support progress Pace and challenge offered where necessary



Priority : Develop approaches to support high quality play

1.3, 2.3, 2.5, 2.7, 3.1, 3.2

<p>Actions</p> <p><u>Related to NIF priority</u> <i>Improvement in children and young people's health and wellbeing</i></p> <p><u>Related to NIF priority</u> <i>Closing the attainment gap between the most and least disadvantaged children and young people</i></p>	<p>Drivers for improvement</p>	<p>When/Who</p>	<p>Impact/Evidence</p> 
<ol style="list-style-type: none"> Develop a nurturing early years curriculum to be more inclusive of play <ul style="list-style-type: none"> Consider principles of curriculum design Utilise our outdoor space to develop a more play based approach to early learning Continue to develop playpod Include 'play on peddles' within Bikeability programme Establish play buddies across year groups and dedicate time for the development of play Senior pupils to work with school staff to be trained as play ambassadors to mediate playground play Parents to work with senior pupils to be trained as play ambassadors 		<ol style="list-style-type: none"> HT, Lead learner on Play, All staff throughout 19/20 CTs, All staff Aug – Oct throughout 19/20 PE Teacher, CTs All staff throughout 19/20 HT, P6/7 CT, P6/7 Pupils, Parents throughout 19/20 	<p>Impact:</p> <ol style="list-style-type: none"> School, children and families working together to develop high quality play opportunities in the curriculum Improved imaginative play opportunities Learners managing risk associated with play Building resilience in relation to play Creating sustainable play resources Improved critical skills of learners Staff supporting the development of children through play Readiness to learn being monitored through play activities Children working together to consider play opportunities Wellbeing of learners being supported by encouraging fun School community developed through children working in partnerships and groups Inclusion, Empathy and understanding developed across the school community Wellbeing of learners being supported by encouraging fun Senior pupils developing knowledge and skills associated with managing play opportunities Senior pupils developing leadership roles Parental engagement <p>Evidence:</p> <ol style="list-style-type: none"> Children's play Children's interaction with each other Children's readiness to learn Children playing across year groups Senior pupils supporting play and mediating disputes/disagreements Workshops and play showcases run by senior pupils
