

**Driver Diagram**

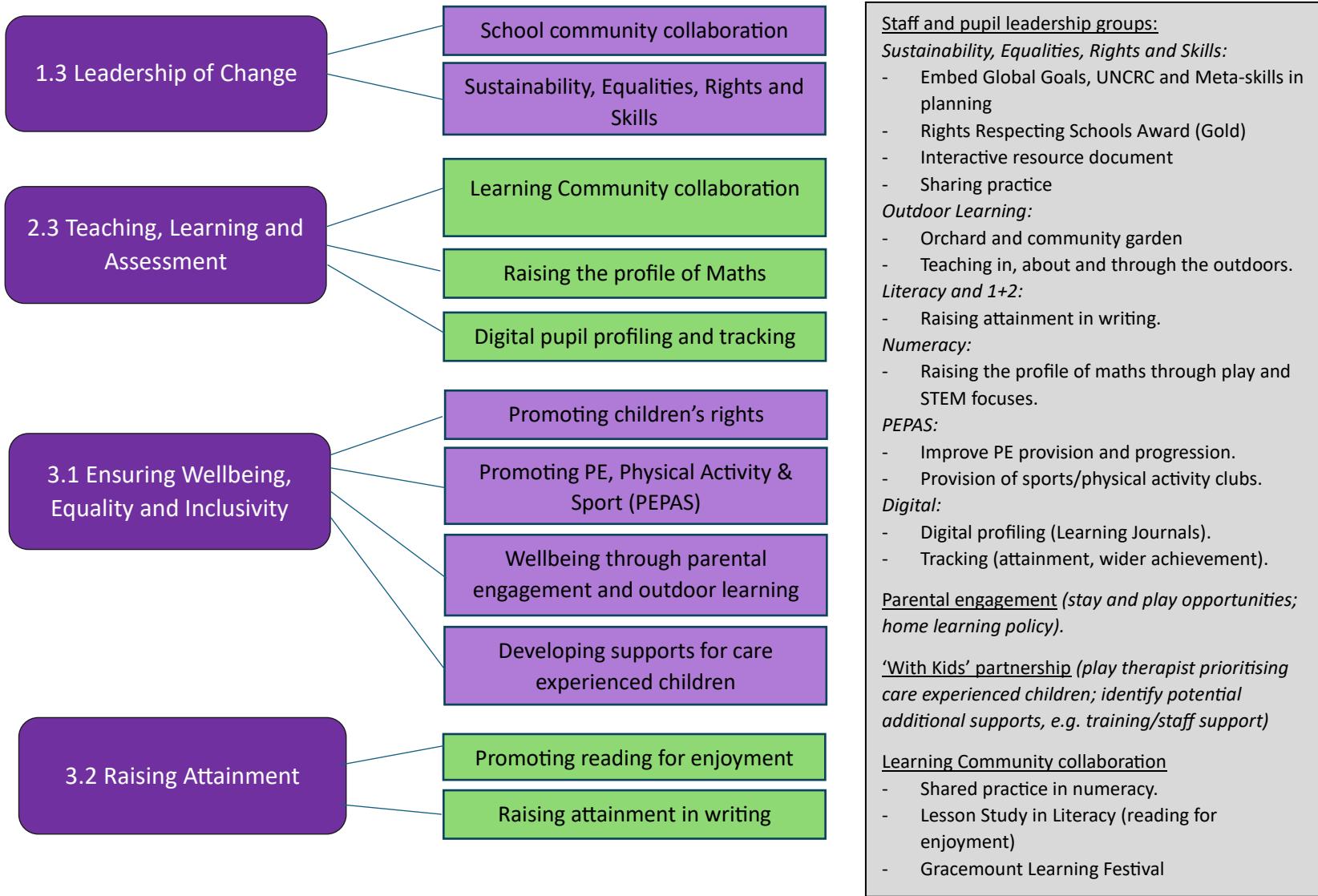
**To improve outcomes for the children of Frogston Primary School by creating an improvement plan that will develop the school environment throughout 2024/25.**

**Aim**

**Primary Drivers**

**Secondary Drivers**

**Change Ideas**



### 1.3 Leadership of Change

#### Sustainability, Equalities, Rights and Skills

Change ideas	Tasks	Measuring Impact	Timescale	Responsibility	Evaluation
Embed Global Goals, UNCRC and Meta Skills in planning	<p><i>CAT session/in-service input:</i></p> <ul style="list-style-type: none"><li>- Reflect on good practice.</li><li>- Introduce new planning document to share examples of IDL plans (incorporating protected characteristics, Meta Skills, GG, UNCRC)</li><li><a href="#"><u>IDL Inclusive Planning (Not finished).docx</u></a></li><li>- Share IDL plans on OneNote</li></ul> <p><i>During 1 Moderation:</i></p> <ul style="list-style-type: none"><li>- Sharing good practice</li><li>- Observation of confident staff members</li></ul>	<ul style="list-style-type: none"><li>- Improved confidence in staff.</li><li>- Consistency in planning across the school.</li><li>- Developing pupil understanding of GG, UNCRC and skills by creating links in their learning.</li></ul>	<p>Staff leadership group CAT session/In-service in August/September.</p> <p>Staff leadership group Moderation sessions in November.</p> <p>Prioritise sustainability training for staff- TIE, ScotDec etc</p>	<p>SLT</p> <p>All teaching staff</p> <p>Sustainability lead teacher: Daisy and Aimee</p>	
Rights Respecting Schools Award (Gold)	<ul style="list-style-type: none"><li>- RRSA pupil group continues to meet regularly.</li><li>- Implementation of Action Plan for Gold, including identifying and gathering evidence, measuring progress and preparing submission.</li></ul>	<ul style="list-style-type: none"><li>- Receiving silver award in UNCRC</li><li>- Begin work on Gold Award with aim to apply in 2025.</li></ul>	<p>Silver Award applied for in Summer 2024.</p> <p>Work on Gold Award throughout 2024-25.</p>	Stephen Kim	
Interactive resource document	<p><i>Staff working group collaboration:</i></p> <ul style="list-style-type: none"><li>- Resource bank linked to GG, UNCRC and Meta-skills</li></ul>	<ul style="list-style-type: none"><li>- Creating leadership opportunities for all classes, making every child an expert in GG, UNCRC and Skills.</li></ul>	<p>Add to the interactive resource document throughout the year.</p> <p>Each class leading Sustainability for a month of the school year.</p>	Sustainability leads – Aimee and Daisy	

	<p><i>Sharing practice:</i></p> <ul style="list-style-type: none"><li>- Teaching staff to add resources to a collaboration space.</li></ul> <p><i>Sustainability month:</i></p> <ul style="list-style-type: none"><li>- One class to take responsibility each month for: 1. sharing learning ideas for the focus Global Goal, Rights and Skill, and 2. documenting and sharing learning with the school community.</li></ul>	<ul style="list-style-type: none"><li>- Improving confidence when creating linking between play, learning and sustainability.</li><li>- Pupils taking an active role in their Global Citizenship</li></ul>			
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## School community collaboration (Parental engagement)

Change ideas	Tasks	Measuring Impact	Timescale	Responsibility	Evaluation
Stay and play opportunities	<ul style="list-style-type: none"><li>- Four (termly) 'Stay and Play' sessions scheduled in school calendar.</li><li>- Dates for Stay and Play, Parents Evenings and class assemblies published to parents by end of August.</li></ul>	<ul style="list-style-type: none"><li>- Attendance of parents at key events/opportunities.</li><li>- Parents survey 2024 reports improvement in parents' awareness of learning in class.</li></ul>	<p>Dates published in August.</p> <p>Stay and Play in September, November, February and May.</p> <p>Survey in summer term 2025.</p>	<p>Stephen</p> <p>All teaching staff and classes.</p> <p>Lorraine</p>	
Home learning policy	<ul style="list-style-type: none"><li>- Home learning policy developed around 'R.A.P' acronym: Read, Attend, Play.</li><li>- Policy shared with parents.</li><li>- P1 pack (including a book) available for families in Aug/Sept.</li></ul>	<ul style="list-style-type: none"><li>- Improved understanding among parent body about approach to home learning, as experienced through Parent Council meetings and survey feedback.</li><li>- Improved attendance data.</li></ul>	<p>Policy published in August.</p> <p>Survey in summer term 2025.</p>	Aimee	

## 2.3 Teaching, Learning and Assessment

### Digital pupil profiling and tracking

Change ideas	Tasks	Measuring Impact	Timescale	Responsibility	Evaluation
Digital profiling using Learning Journals	<ul style="list-style-type: none"><li>- Consistent expectations to be agreed based on P1 approach from 2023/4.</li><li>- Expectations to be communicated to parents by end of August.</li><li>- Expectations to be implemented by teachers from w.b. 19/8.</li></ul>	Greater satisfaction with Learning Journals reported by parents in survey.	New approach implemented August 2024  Survey in late 2024/early 2025.	All teaching staff	
Tracking attainment and wider achievement via new tracking system	<ul style="list-style-type: none"><li>- SLT across each school to look at data over time tracking forwards and backwards for each learner's journey. Identify gaps and supports that could be consistently used across schools.</li><li>- Improve consistency and teachers' professional judgement of achievement of levels across schools.</li><li>- Sharing of information through new tracking system.</li></ul>	<ul style="list-style-type: none"><li>- Attainment data</li><li>- Attendance data</li></ul>	August 24 – June 25	SLT  All teaching staff	

### Learning Community collaboration

Change ideas	Tasks	Measuring Impact	Timescale	Responsibility	Evaluation
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Shared practice in Numeracy	GHS Maths teacher will team-teach with P6 and P7 teachers across GPS and FPS. Focus will be on upskilling staff in planning and delivery of Maths and Numeracy outcomes to improve attainment and achievement at Second Level which should then translate into better attainment at Levels 3,4 and N5 over time.	<ul style="list-style-type: none"><li>- Attainment data</li><li>- Shared planning and delivery of outcomes</li><li>- Staff feedback</li><li>- Transition</li><li>- Moderation</li></ul>	August 24 – June 25  GPS – Monday afternoons and Tuesday mornings  FPS – Thursday afternoons	HTs  P6 and P7 teachers at GPS and FPS and GHS Maths teacher.	
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### Raising the profile of Maths and Numeracy

Change ideas	Tasks	Measuring Impact	Timescale	Responsibility	Evaluation
Raising the profile of maths and numeracy through play and STEM focuses.	<ul style="list-style-type: none"><li>- Classroom play resources and digital provisions to be audited for Numeracy and STEM provision.</li><li>- STEM focus week to planned Autumn 2024.</li></ul>	<p>Greater observation of numeracy and STEM skills being developed through play.</p> <p>Staff making clear links to Numeracy within forward planning for IDL (linked with Forward Planning review for sustainability, rights etc.)</p>	<p>Audit completed by October 2024.</p> <p>STEM focus week before December 2024.</p>	SLT  Grace – Maths co-ordinator	

### 3.1 Ensuring Wellbeing, Equality and Inclusivity

#### Outdoor Learning

Change ideas	Tasks	Measuring Impact	Timescale	Responsibility	Evaluation
Orchard and Community Garden	<p><i>Continue raising profile of Orchard and Community Garden. Run events in and/or tied to these spaces to improve their approachability and further advertise/spread the word.</i></p> <p><i>Maintain and further embed Orchard and chicken area as an established part of Nurture, classroom routines and alternative pathway routines by:</i></p> <ul style="list-style-type: none"><li>- Continuing with provision for identified pupils and expanding as staffing allows.</li><li>- Creating list of Orchard tasks which need to be completed and/or regularly maintained so that classes and groups can contribute to these or take ownership for them.</li><li>- Have an honesty box for sales of eggs or other system to allow sales of eggs to wider community.</li><li>- Schedule training events for parents, pupils and wider</li></ul>	<ul style="list-style-type: none"><li>- Staff, pupil and parent questionnaires.</li><li>- Staff questionnaires relating to staff confidence, expertise etc</li><li>- Pupil questionnaires relating to HWB, enjoyment, focus and meta-skills.</li><li>- Parent questionnaire relating to sense of community, improved satisfaction with school and own and family HWB.</li><li>- Improved behaviour and attendance.</li></ul>	<ul style="list-style-type: none"><li>- Questionnaires completed in August 24 and May 25.</li><li>- Track attendance monthly.</li><li>-</li></ul>	Aimee, Daisy.	

	<p>community in care of and use of Community Garden fruits, herbs and vegetables.</p> <ul style="list-style-type: none"> <li>- Consider purchase or build of info board for Community Garden using funds from Eco Store.</li> <li>- consider expanding flock.</li> <li>- Look at purchasing of polytunnels for wider range of growing options and further skills development and knowledge.</li> <li>- Purchase significant amount of compost/topsoil to facilitate larger scale of planting.</li> <li>- Employ 'lasagna composting' to increase volume of soil for next year.</li> </ul>				
Teaching in, about and through the outdoors	<ul style="list-style-type: none"> <li>- Setting core expectations for taking learning outdoors. This will include Orchard Week for P3 top P7. May also include Forest School events, Gardening Weeks etc - to help support consistency across the school.</li> <li>- Creating list of Orchard tasks which need to be completed and/or regularly maintained so that classes and groups can contribute to these or take ownership for them.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff, pupil and parent questionnaires.</li> <li>- Staff questionnaires relating to staff confidence, expertise etc</li> <li>- Pupil questionnaires relating to HWB, enjoyment, focus and meta-skills.</li> <li>- Parent questionnaire relating to sense of community, improved satisfaction with school and own and family HWB.</li> <li>- Improved behaviour and attendance.</li> </ul>	<ul style="list-style-type: none"> <li>- Questionnaires completed in August 24 and May 25.</li> <li>- Track attendance monthly.</li> </ul>	Aimee Esme	

	<ul style="list-style-type: none"> <li>- Retrain all staff at start of year on Firepits and OL resources and expectations in school.</li> <li>- Practice using a Froebelian Approach to be shared by staff.</li> <li>- The Green Team to continue to provide support and staff to cascade training through sharing events.</li> </ul>				
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***Physical Education, Physical Activity and Sport (PEPAS)***

<b>Change ideas</b>	<b>Tasks</b>	<b>Measuring Impact</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Evaluation</b>
Improve PE provision and progression	<ul style="list-style-type: none"> <li>- 2 hours PE to be provided for all classes P2/3 – P7 by dedicated RCCT teacher. P1, P2 and ESB will have 2 hours of PE delivered by their class teachers.</li> <li>- PE skills progression to be identified/developed and embedded into Wider Curriculum Progression or Forward Planning framework.</li> </ul>	<p>Forward planning for PE to be clearly linked to curriculum expectations and shared with class teachers as necessary.</p> <p>Assessment of PE skills to be shared with class teachers and including in reporting to parents.</p> <p>Wider Curriculum Progression revised with amendments.</p>	Forward planning meetings between class teachers and SLT.	Jenny/Mairi Class teachers SLT	
Develop provision of sport and physical activity clubs at all levels.	<ul style="list-style-type: none"> <li>- Children's views to be sought about what sports and physical activity clubs are wanted.</li> <li>- Staff to consider children's interests when planning for leading clubs (in line with</li> </ul>	<p>Strong attendance at teacher-led clubs.</p> <p>Observation of more sports/physical activity within children's free-choice time.</p>	Schedule for all staff clubs developed and published by mid-September.	Stephen Active Schools Co-ordinator All staff	

	<p>Working Time Agreement and with support from Active Schools coordinator).</p> <ul style="list-style-type: none"> <li>- PEPAS representatives from Learning Community to be identified and a meeting held to plan for beginning partnership work in 2025/6.</li> </ul>			Stephen/Jenny/ Mairi	
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**The Promise: developing staff awareness of Care Experienced children**

<b>Change ideas</b>	<b>Tasks</b>	<b>Measuring Impact</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Evaluation</b>
With Kids: play therapist	<ul style="list-style-type: none"> <li>- Play therapist to support four children at a time (min. three who are care experienced) with weekly sessions across the year.</li> </ul>	<p>Use of measures provided by With Kids.</p> <p>Staff observation of children's regulation, focus, emotional wellbeing.</p>	Therapist working one day per week throughout the session.	Lorraine With Kids staff	
With Kids: additional supports	<ul style="list-style-type: none"> <li>- Additional supports with With Kids, e.g. training/CAT session or staff drop-in supports.</li> </ul>	Staff report increased confidence in supporting care experienced.	Two training inputs scheduled. Drop-ins for staff and pupils throughout the year.	Lorraine With Kids staff	

## **3.2 Raising Attainment**

### **Promoting reading for enjoyment**

<b>Change ideas</b>	<b>Tasks</b>	<b>Measuring Impact</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Evaluation</b>
Learning Community Lesson Study in Literacy	<ul style="list-style-type: none"><li>- One member of staff from each school to participate in a lesson study approach with a focus on reading for enjoyment. Staff will focus on 'A collaborative analysis of what leads to successful learning with a focus on reading'. This will take place in term one and then the staff will share their findings on which strategies were successful at the Community Learning Festival in May.</li></ul>	<ul style="list-style-type: none"><li>- Evidence and observations from Lesson Study trio to be shared with all staff.</li><li>- 'Expert' from each school</li><li>- Moderation</li></ul>	August – December 2024  May 2025	HT  One member of staff from each school.	

### **Literacy and 1+2**

<b>Change ideas</b>	<b>Tasks</b>	<b>Measuring Impact</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Evaluation</b>
Raising attainment in writing.	<ul style="list-style-type: none"><li>Ensure digital tools are being fully utilised, e.g.</li><li>Support for Learning interventions, including Fresh Start.</li></ul>	<ul style="list-style-type: none"><li>Improved assessment data through Big Writing assessed pieces and centralised tracking of this data.</li><li>Improved data in Literacy through SNSA data.</li></ul>	June 2025  June 2025	All teaching staff  Aimee  Susie McLeish	

	<p>All children writing every day with pupils in P2 to P7 also having opportunities to write in L2 as appropriate.</p> <p>Use of dialogical marking scheme and D.I.R.T. to ensure progress is targeted for each child.</p> <p>Scheduled Events to celebrate and promote writing and literacy skills e.g. Café de Español, 'Visiting Author' events using older pupils, School Blog.</p>			All teaching staff	
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