**Longhaugh Primary School Improvement Plan – Dundee Nursery/Primary/Secondary School**

**2018-2019**

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| National Improvement Framework  <http://www.gov.scot/Publications/2016/01/8314> | HGIOS 4 Self-evaluation <https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf> | Tayside Plan C&FS  [External Link](http://dmlink.dundeecity.gov.uk/WebRep/CeRDMSGetNodeContent/OTgetNode.php?node=a6969ea7679c6ca7a609)   ' Tayside\_Plan 1a.pdf' | Dundee Education Plan  <https://www.dundeecity.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf> |

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| The aims of the school are aligned to and informed by the National Improvement Framework Priorities, and the Dundee Annual Education Plan and the Tayside Plan for Children, Young People and Families. They are further informed by self-evaluation and associated toolkits. |

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| This Plan will be implemented via a cycle of planned activities including consultation with pupils and parents and liaison with partners to evaluate the impact of improvement activities. The Plan links directly to self-evaluation toolkit information. |

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| **NIF Priorities:**   1. Improvement in attainment, particularly in literacy and numeracy; 2. Closing the attainment gap between the most and least disadvantaged children; 3. Improvement in children and young people’s health and wellbeing, and; 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people |
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| **NIF Drivers:**   1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children’s Progress 5. School Improvement 6. Performance Information |
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| **Tayside Vision for Children, Young People and Families**  *“Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up.”* |
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| **Tayside’s Five Priorities for Children, Young People and Families**   1. Our children will have the best start in life; they will be cared for and supported to live in nurturing environments. 2. Our children, young people, and their families will be meaningfully engaged with learning, and combined with high quality learning experiences, all children and young people will extend their potential. 3. Our children and young people will be physically and mentally and emotionally healthy. 4. Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people. 5. Our children and young people will feel safe and protected from harm at home, school and in the community. |

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| **School Vision, Values, Aims:** |
| **Consultation and Collaborative Self-Evaluation Processes**  (the processes used to involve partners with self-evaluation and improvement planning; pupils, parents (council/forum), staff; partner agencies; volunteers.)  **Scottish Attainment Challenge/PEF priorities for improvement**  **PT raising attainment**   * **Key in developing pedagogical leadership** * **Focus on high quality learning & teaching – lesson coaching** * **Early intervention (Improvements to learn to read programme)**   **High quality learning & teaching**   * **Play based learning training** * **Resources to support pedagogical approaches in Literacy, Numeracy & hWB**     **Targeted approaches to Literacy & Numeracy - 1 x PEYSA staff**   * **Pre teach/reteach model** * **1:1 tutoring** * **Peer tutoring** * **Speech & language therapy partners**   **Enhance digital technology**   * **Enhance learning & teaching experiences** * **Drive forward our digital school award** * **Technology to be used for targeted interventions (Lexia)**   **Social & Emotional Interventions**   * **Early intervention & prevention** * **Group interventions )Lego therapy/relax kids/conflict resolution)** * **Bounceback training** * **Emotion works training**   **Nurture & Wellbeing**   * **Identify & address barriers to engagement and learning** * **Improve life chances of our most vulnerable learners and allow each child to reach their full potential** |

**Long-Term SIP Overview**

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|  | 16 – 17 | 17 – 18 | 18 – 19 | 19 – 20 | 20 – 21 | 21 – 22 |
| **NIF Priority** | Choose an item.  Choose an item.  Choose an item. | Choose an item.  Choose an item.  Choose an item. | **1**  **2**  **3** | Choose an item.  Choose an item.  Choose an item. | Choose an item.  Choose an item.  Choose an item. | Choose an item.  Choose an item.  Choose an item. |
| **NIF Driver** | Choose an item.  Choose an item.  Choose an item. | Choose an item.  Choose an item.  Choose an item. | **1**  **2**  **6** | Choose an item.  Choose an item.  Choose an item. | Choose an item.  Choose an item.  Choose an item. | Choose an item.  Choose an item.  Choose an item. |
| **Tayside'** | Choose an item.  Choose an item.  Choose an item. | Choose an item.  Choose an item.  Choose an item. | **1**  **2**  **3** | Choose an item.  Choose an item.  Choose an item. | Choose an item.  Choose an item.  Choose an item. | Choose an item.  Choose an item.  Choose an item. |
| **HGIOS 4 QI Focus** | Choose an item.  Choose an item.  Choose an item. | Choose an item.  Choose an item.  Choose an item. | **2.3**  Choose an item.  **3.1** | Choose an item.  Choose an item.  Choose an item. | Choose an item.  Choose an item.  Choose an item. | Choose an item.  Choose an item.  Choose an item. |

**School/Centre Priorities and Action Plan**

***Please refer to Appendix (i) for guidance in completing this Action Plan***

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| **Improvement Priority 1: Raise attainment in Numeracy through developing staff understanding of progression within the Es and Os** |

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| **Key NIF Priorities:**  **Improvement in Attainment**  **Closing the Attainment Gap**  Choose an item. | **Tayside Five Priorities:**  **Meaningful Engagement, Extended Potential**  Choose an item.  Choose an item. |
| **Key NIF Drivers:**  **Teacher Professionalism**  **School Improvement**  **Assessement of Progress** | **Key HGIOS 4 QIs:**  **1.2 Leadership of Learning**  **2.2 Curriculum**  **2.3 Learning, Teaching, Assessment** |

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| **Aims**  (what we are going to achieve?) | **Actions**  (what will we do?) | **Measurement Tools**  (How we will know we are making a difference?) | **Progress/Impact**  (what has improved?) | **Personnel**  (who will lead this and who is involved?) |
| Staff will have a deeper understanding of progression within the experiences and outcomes for Numeracy and Mathematics.  Ensure a high quality learning experience for all learners | Staff will participate in suggested professional learning activities to facilitate discussion in relation to progression.  Staff will identify within each key organiser the key milestones and building blocks that learners should know before moving on to each stage of learning.  Staff will ensure numeracy & mathematics organisers are not taught in isolation from each other  High quality lessons delivered in Numeracy. Develop our ‘lesson coaching ‘model for improvement.  Consistent use of pedagogical approaches in Numeracy  Increase in concrete materials to enhance learners’ experiences  Ensure staff are equipped/resourced to meet needs of all learners  Identify training needs/areas for improvement | Questionnaire (pre & post ) in relation to staff confidence in planning for progression  Increase in Numeracy attainment at all levels by 5%  Curriculum planning across levels to support progression - moderation  Pedagogical leaders to support & monitor delivery  Evidence of impact from recent training  Feedback from Numeracy leaders/learning partners  Support sessions in CUIN  Numeracy leader drop in sessions  Learning walks from EO & Numeracy Staff tutors – feedback to inform next steps  Leuven’s scale data – measure learners engagement  Professional dialogue /sharing practice events  SNSA data – how are we using this data? (CLPL) |  | **James Stewart** |

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| **Improvement Priority 2: Raise attainment in Literacy through developing staff understanding of progression within the Es and Os**  **Continue to develop our learning & teaching approaches with a focus on high quality** |

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| **Key NIF Priorities:**  **Improvement in Attainment**  **Closing the Attainment Gap**  Choose an item. | **Tayside Five Priorities:**  **Meaningful Engagement, Extended Potential**  **Comparable Outcomes for All Despite Inequality-Disadvantage(Equity)**  Choose an item. |
| **Key NIF Drivers:**  **School Improvement**  **Performance Information**  **Assessement of Progress** | **Key HGIOS 4 QIs:**  **1.2 Leadership of Learning**  **2.3 Learning, Teaching, Assessment**  **2.2 Curriculum** |

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| **Aims**  (what we are going to achieve?) | **Actions**  (what will we do?) | **Measurement Tools**  (How we will know we are making a difference?) | **Progress/Impact**  (what has improved?) | **Personnel**  (who will lead this and who is involved?) |
| Staff will have a deeper understanding of progression within the experiences and outcomes for Literacy and English  **Ensure a high quality learning experience for all learners** | Staff will participate in suggested professional learning activities to facilitate discussion in relation to progression.  Staff will identify within each key organiser the key milestones and building blocks that learners should know before moving on to each stage of learning.  Staff will ensure Literacy & English organisers are not taught in isolation from each other  High quality lessons delivered in Literacy. Develop our ‘lesson coaching ‘model for improvement.  Consistent use of identified pedagogical approaches in Literacy including RWI, visible learning & co op learning and approaches to writing  Support staff with play based curriculum in early level  Ensure staff are equipped/resourced to meet needs of all learners particularly in writing  Identify training needs/areas for improvement | Questionnaire (pre & post ) in relation to staff confidence in planning for progression  Increase in Literacy attainment at all levels by 5%.  Improvement in Literacy attainment at all levels  Evidence of closing the gap compared to stretch aims  Improved RWI data – new tracker to measure progression  Pedagogical leaders to support & monitor delivery  Evidence of impact from recent training  Feedback from Literacy leaders/learning partners  Develop our own learning & teaching manual for LPS  Learning walks from EO & Literacy Staff tutors – feedback to inform next steps  Engagement with Literacy staff tutor team  Leuven’s scale data – measure learners engagement  Professional dialogue /sharing practice events  SNSA data – how are we using this data? (CLPL) | Staff will demonstrate a deeper understanding of standards and progression. | Nicola Jenkins |

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| **Improvement Priority 3 Improve outcomes in HWB through developing staff understanding of progression within the Es and Os** |

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| **Key NIF Priorities:**  **Improving Health and Wellbeing**  **Closing the Attainment Gap**  **Improved Employability/Sustained Destinations** | **Tayside Five Priorities:**  **The Best Start in Life**  **Physically, Mentally, Emotionally Healthy**  **Comparable Outcomes for All Despite Inequality-Disadvantage(Equity)** |
| **Key NIF Drivers:**  **School Improvement**  Choose an item.  Choose an item. | **Key HGIOS 4 QIs:**  **2.3 Learning, Teaching, Assessment**  **2.4 Personalised Support**  **3.1 Improving Wellbeing, Equality, Inclusion** |

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| **Aims**  (what we are going to achieve?) | **Actions**  (what will we do?) | **Measurement Tools**  (How we will know we are making a difference?) | **Progress/Impact**  (what has improved?) | **Personnel**  (who will lead this and who is involved?) |
| Staff will deepen their understanding of health and wellbeing responsibility for all.  Staff will develop a framework to ensure progression in learning and make process more manageable.  Recognise strengths, promote compassion and improve emotional literacy skills | Staff will identify which wellbeing indicators are a priority for our setting based on evidence from our own establishment.  Staff will consult with our school community to gain input into the planning, monitoring & evaluation of this planning process.  The whole learning community will be involved in the planning, implementation and evaluation of HWB: responsibility of all.  Staff will produce a progressive planning document structured into six key organisers  Staff will participate in kitbag training. These session will become a targeted intervention for identified pupils.  Introduce family kit bag sessions to support family member sto learn to respect each other’s feelings.  Embed the use of scripting to support self- regulation skills. Training for all staff  To provide staff learning and development sessions on de-escalation.  To develop emotional language, awareness and understanding through a visual framework for learning across levels through implementation of emotion works | PDSA – test of change  Questionnaires pre & post implementation  Evidence from responses  PASS data  Wellbeing wheels  BOXALL profiles  PDSA – test of change  Staff surveys  Professional dialogue/observations  Boxall |  | Melaine Kearns |

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| **Improvement Priority 3:**  **Develop our approaches to assessment & moderation** |

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| **Key NIF Priorities:**  **Improvement in Attainment**  **Closing the Attainment Gap**  Choose an item. | **Tayside Five Priorities:**  **Meaningful Engagement, Extended Potential**  Choose an item.  Choose an item. |
| **Key NIF Drivers:**  **Assessement of Progress**  **Performance Information**  **School Improvement** | **Key HGIOS 4 QIs:**  **1.1 Self Evaluation for Self Improvement**  **2.3 Learning, Teaching, Assessment**  **3.2 Raising Attainment-Achievement** |

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| **Aims**  (what we are going to achieve?) | **Actions**  (what will we do?) | **Measurement Tools**  (How we will know we are making a difference?) | **Progress/Impact**  (what has improved?) | **Personnel**  (who will lead this and who is involved?) |
| Develop our approaches to assessment & moderation. Enable staff to develop a shared understanding of standards and expectations within the broad, general education.  Develop our learner profiles – ‘Knowing each child as a learner’  The aim is to achieve consistency across levels. | Provide relevant CLPL to engage in moderation activities with colleagues.  Participate in reflection activities connected to moderation cycle. Ensure activities are ongoing before, during and after the planning of learning, teaching and assessment.  Identify our strengths and areas for development in our own approach to assessing children’s progress.  Identify a framework for deciding what is significant in children’s learning.  Develop our approach to ensuring our parents understand how well their child is progressing in learning. | Reflection activity to identify strengths and areas for development with all staff.  Evaluate how robust and reliable teacher judgement is within our own establishment in comparison to SNSA data,  (CFE levels v SNSA)  Staff will be more confident in assessing children’s progress using our own framework in line with National guidance.  Parents & carers will receive more detailed information about their child’s progress on amore regular basis. |  | **James Stewart** |

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| **Improvement Priority 3: Improving parental engagement. Develop approaches to family learning supporting excellence and equity** |

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| **Key NIF Priorities:**  **Closing the Attainment Gap**  Choose an item.  Choose an item. | **Tayside Five Priorities:**  **The Best Start in Life**  **Meaningful Engagement, Extended Potential**  Choose an item. |
| **Key NIF Drivers:**  **Parental Engagement**  Choose an item.  Choose an item. | **Key HGIOS 4 QIs:**  **2.4 Personalised Support**  **Family Learning**  Choose an item. |

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| **Aims**  (what we are going to achieve?) | **Actions**  (what will we do?) | **Measurement Tools**  (How we will know we are making a difference?) | **Progress/Impact**  (what has improved?) | **Personnel**  (who will lead this and who is involved?) |
| Ensure all staff have a good understanding of parental involvement and engagement in children’s learning  Parents and teachers working together  Reviewing and developing a home learning policy  Create home learning tasks that are meaningful and make links between learning school and at home, taking account of parental views  Develop family learning approaches which raise attainment | Staff audit of confidence in parental engagement and involvement  Staff input following audit results  Produce a strategy to identify ways that parents and practitioners can work together to promote parental involvement in children’s learning  (reference to Education Scotland toolkit)  Policy shared with all stakeholders  Develop family learning approaches which are responsive to the needs of families. This should include transition activities, family engagement, positive parenting, supporting L & N at home, confidence building & budgeting | Feedback from questionnaires  Participation measures  PDSA – test of change  Gather qualitative and quantative data  Report findings |  | Nicola Jenkins |

**Appendix (i)**

**School Improvement Plan – Guidance**

**Tools for Measurement of Progress:**

Self-Evaluation - assessment of current position (inwards, outwards, forwards - HGIOS 4)

Evidence from:

* Teacher Professional Judgement
* Standardised Assessment Data/Pitfalls/Insight
* Inspection Findings
* Changing Trends and Profiles
* Feedback from parents and children and young people
* Pupil learning plans and achievement
* Collaborative Action Research models
* Interventions for Equity
* Exclusions and Attendance Data
* Targeted groups: LAC; Young Carers; SIMD 1 and 2; FSM
* Model for Improvement activities
* Dundee School Improvement Framework