**Dundee Primary School**

**School Improvement Report**

**Session 2017-2018**



(Photo / Logo)

Longhaugh Primary School

Lothian Crescent

Dundee. DD4 0SX

Tel 438540

Email: longhaughps@dundeecity.gov.uk

This document shares and celebrates the improvements in our School and embraces all ages and stages. It is based upon our School Improvement Plan for session 2017 - 2018

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| **Our School Aims:** |

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| **Our School’s Context:****Attainment Information**

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|  | **Year 1**  | **Year 4**  | **Year 7** |
|  | **R** | **W** | **L&T** | **N** | **R** | **W** | **L&T** | **N** | **R** | **W** | **L&T** | **N** |
| **2015/16** | **81%** | **83%** | **69%** | **93%** | **56%** | **33%** | **58%** | **44%** | **78%** | **81%** | **83%** | **79%** |
| **2016/17** | **81%** | **81%** | **78%** | **89%** | **69%** | **69%** | **86%** | **89%** | **54%** | **51%** | **66%** | **57%** |
| **2017/18** | **73%** | **60%** | **60%** | **80%** | **82%** | **56%** | **88%** | **76%** | **71%** | **67%** | **86%** | **79%** |

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| **Continuous Professional Development:**Over the past year, our staff members have undertaken a wide range of training and development activities, including:* Moderation activities led by our school QAMSO
* Consolidation of Conceptual Understanding in Numeracy
* Developing mathematical thinking
* Numicon to support learning in Numeracy & Mathematics
* Jo Boaler learning materials
* A range of literacy training including RWI spelling, vocabulary & comprehension
* Big Writing
* Developing pedagogical approaches with a focus on high quality learning & teaching ‘Every Lesson Counts’
* A wide range of professional reading materials with a focus on closing the gap
* Digital technologies training to enhance learners’ experiences
* Nurturing approaches – all core modules
* Some staff have participated in masters level study
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**Review of Improvement Progress for Session 2017-2018**

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| **School Improvement Priority 1: Literacy Development**  |
| **Progress and Impact:*** **Development of a staged approach to Literacy with a focus on early intervention and prevention (see Appendix). Staff consult flowchart when addressing barriers to learning in Literacy**
* **Staff describe how they are more confident at early identification of barriers to learning**
* **Almost all pupils are accessing Literacy curriculum across all levels and are actively engaged in their learning. A wide range of resources are used to support this area of the curriculum making reference to our staged approach.**
* **There has been a strong focus on equity for all learners with support targeted effectively through data and teacher judgements and observations**
* **Our priority to improve attainment in Literacy at all levels has not been achieved, however evidence of improvement can be seen at P4 & P7 stages particularly in reading and listening & talking**
* **Support staff are taking on reading teaching roles and have been key in supporting learners across all stages**
* **There has been real emphasis on high quality learning & teaching**
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| **Next Steps:*** **Continue to focus on high quality learning & teaching. Develop our own learning & teaching manual incorporating different pedagogical approaches**
* **Develop pedagogy team to support delivery of high quality learning experiences**
* **Develop our approaches to moderation based on the moderation cycle**
* **Develop our own progression pathways**
* **Develop analysis of learner engagement using Leuven’s scale**
* **Develop our use of standardised assessment data to inform next steps in learning**
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| **School Improvement Priority 2: Numeracy Development** |
| **Progress and Impact:*** **Development of a staged approach to Numeracy with a focus on early intervention and prevention (see Appendix). Staff consult flowchart when addressing barriers to learning in Literacy**
* **Staff describe how they are more confident at early identification of barriers to learning**
* **Almost all pupils are accessing Numeracy curriculum across all levels and are actively engaged in their learning. A wide range of resources are used to support this area of the curriculum making reference to our staged approach**
* **Almost all staff are trained in CUIN and have attended follow up sessions throughout the year, led by our Numeracy pioneer**
* **Number talks has been a development focus with support from our Dundee City Council Numeracy staff tutors**
* **There has been a strong focus on equity for all learners with support targeted effectively through data and teacher judgements and observations**
* **Our priority to improve attainment in Numeracy at all levels has not been achieved, however evidence of improvement can be seen at P7 & moderation processes have improved**
* **There has been real emphasis on high quality learning & teaching**
* **Working groups have developed a lesson coaching model with creation of new templates for recording feedback**
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| **Next Steps:*** **Continue to focus on high quality learning & teaching. Develop our own learning & teaching manual incorporating different pedagogical approaches**
* **Develop pedagogy team to support delivery of high quality learning experiences**
* **Develop our approaches to moderation based on the moderation cycle**
* **Develop our own progression pathways**
* **Develop analysis of learner engagement using Leuven’s scale**
* **Develop our use of standardised assessment data to inform next steps in learning**
* **All staff to participate in Numicon training**
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| **School Improvement Priority 3:** **Develop & Implement a staged approach to Health & Wellbeing (Nurturing Approaches)& Implement a staged approach to Health & Wellbeing (Nurturing Approach)** |
| **Progress and Impact:*** **New database created to improve record keeping**
* **Staff more confident at creating Able plans with many strategies now becoming part of universal provision and fewer Able plans created**
* **New referral system & flowchart in place for early support in HWB (Nurture)**
* **Almost all staff participated in core module nurture training**
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| **Next Steps:*** **Implementation of new referral system**
* **Create menu of nurture support**
* **CLP Paul Dix – When the adults change**
* **Deepen staff understanding of HWB responsibility of all**
* **Develop a framework to ensure progression in learning**
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**Our Improvement Priorities for Session 2018-2019**

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| **Raise attainment in Numeracy through developing staff understanding of progression within the Es and Os****Continue to develop our learning & teaching approaches with a focus on high quality** |
| **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** |
| **Improve outcomes in HWB through developing staff understanding of progression within the Es and Os** |
| **Develop our approaches to assessment & moderation** |
| **Develop parental engagement in learning** |

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**Further Information can be found at:**

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|  |  |  | Image result for additional support needsDundee Education Plan<https://www.dundeecity.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf> |
| 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' |  |

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