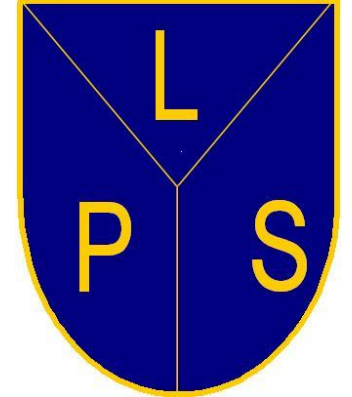


Longhaugh Primary School Improvement Plan 2023-2024



Every Dundee Learner Matters. Presence, Participation, Progress



Our Vision

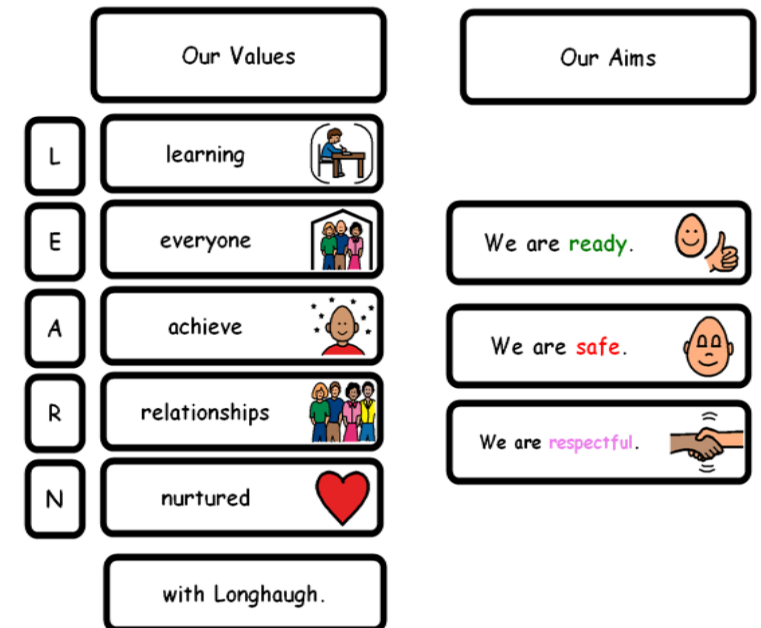
Together we ensure every learner matters equally.

Together we aim to provide a high quality, inclusive learning experience.

Together we promote lifelong learning opportunities for all.

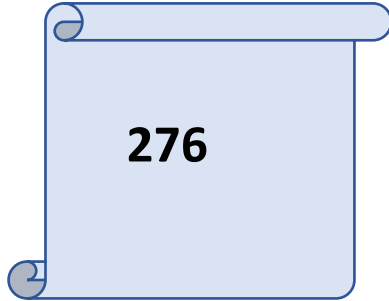
Together we build strong, positive, and lasting relationships.

Together we show kindness.

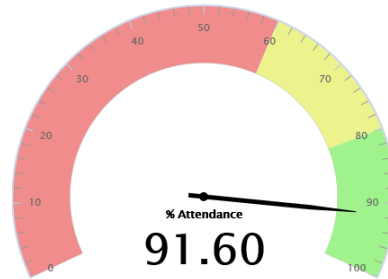




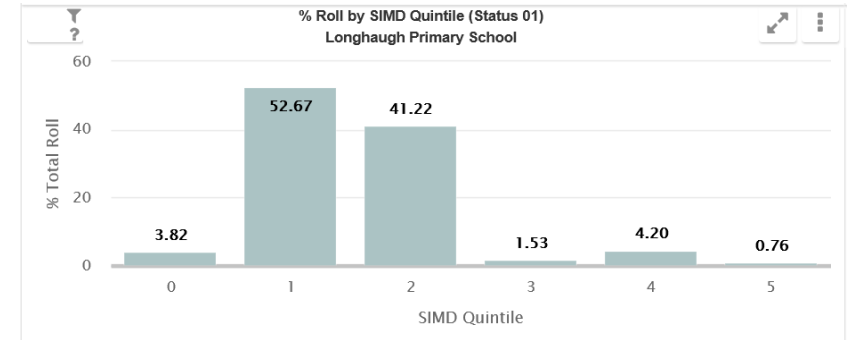
School Context as at April 2023



School Roll



School Attendance
Updated- October 2023



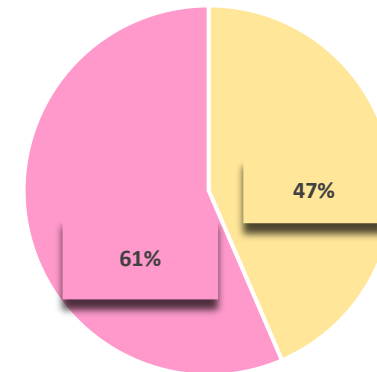
SIMD Profile



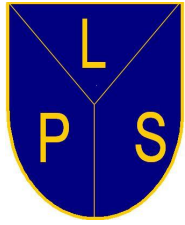
Percentage ASN



PEF allocation



School Clothing Grant & Free School Meals



Completed (2022 / 2023)

- Fully implemented Number Talks strategy to improve mathematical thinking.
- Introduced termly values focus to deepen knowledge and understanding, Improved recognition of learners demonstrating these in school and beyond.
- Developed a more robust tracking system, together with improved assessment and moderation evidence.
- Trauma informed practice modules 1 & 2.

New developments (for 23-24)

- Review our curriculum rationale and design.
- Meta skills
- Attendance and engagement.

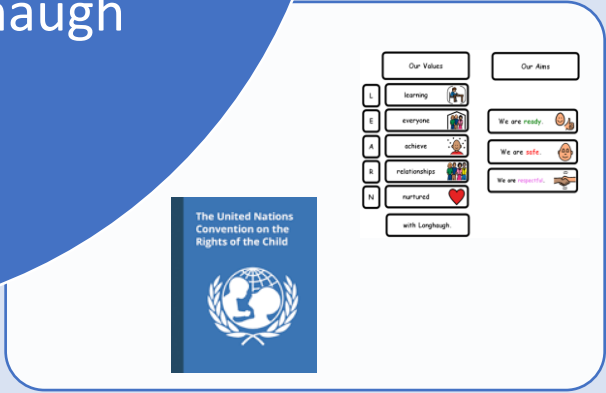
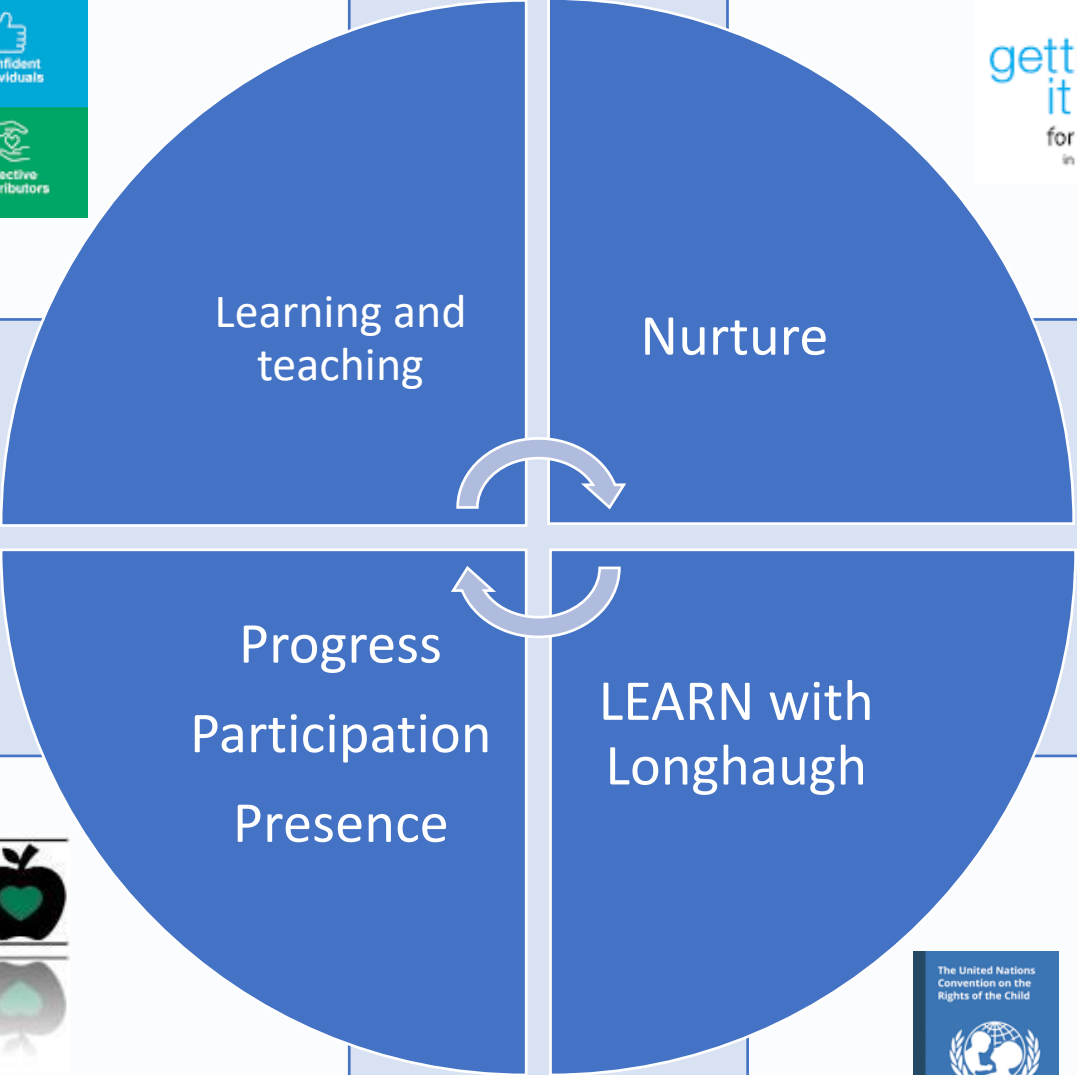
Embedding (23-24)

- *Improving attainment in writing through developing our approaches to explicitly teaching writing and tools for writing.*
- *Developing approaches to moderation, focus on writing and Listening & Talking.*
- *Developing our pupil voice activity.*

Implementation Phase (23-24)

- Working with our school improvement partnership.**
- Tracking wider achievements and accreditation in extra curricular.**
- Introduction of our active schools assistant.**
- Further develop our whole school data profile.**
- Rights Respecting School silver action plan.**





School Improvement Priorities

Priority 1

Review curriculum rationale and design and the development of our curriculum.

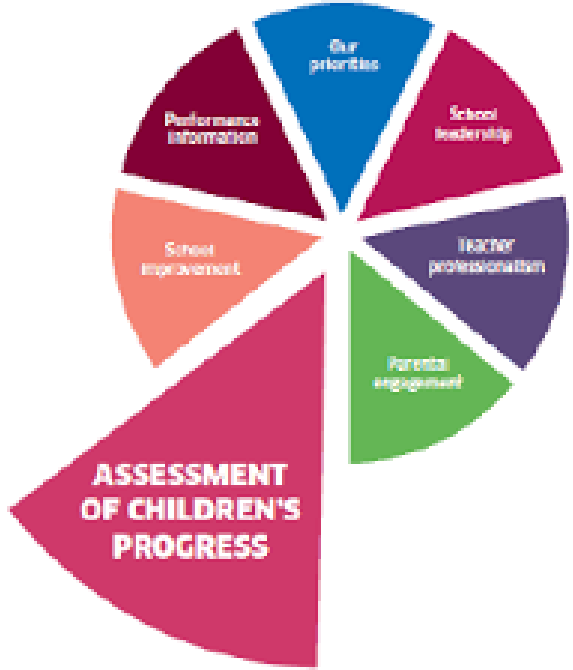
Priority 2

To develop metacognition teaching strategies around knowledge, regulation and motivation.

Priority 3

Develop our approaches to supporting positive pupil attendance in Longhaugh Primary School.





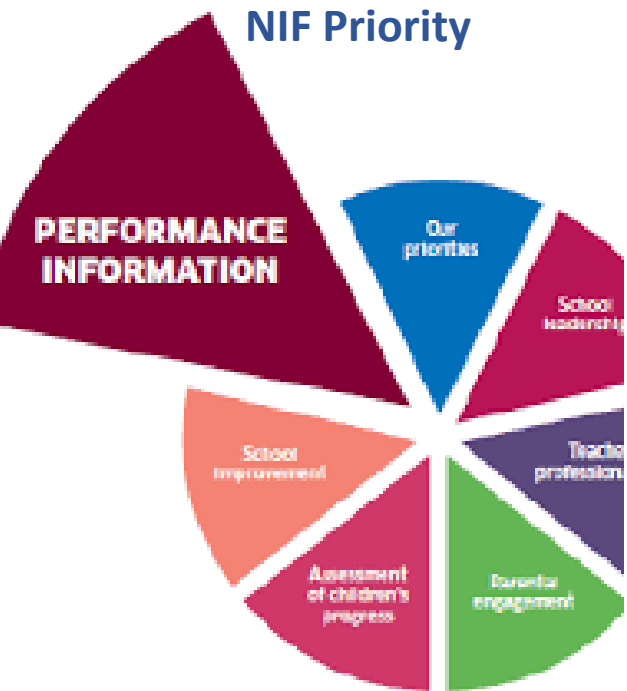
PEF (Where applicable)



What is our capacity for improvement?

Partnership and engagement	Learning provision	Successes and achievements
How good is our working and approach to partnership?	How good is the quality of the care and education we offer?	How good are we at ensuring the best possible outcomes for all our learners?
Evaluation for improvement Arrangements for learning Arrangements for change Arrangements and engagement of staff Alignment of roles to promote...	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6... 2.7...	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability

- HIGIOS QI
- 2.4 Personalised Support
 - 2.2 Curriculum
 - 3.2 Raising Attainment and Achievement



Interventions for equity

The key priorities:
The primary levers for change:
Interventions should focus on:

1. Early intervention and prevention	2. Social and emotional wellbeing	3. Promoting healthy lifestyles
4. Targeted approaches to literacy and numeracy	5. Promoting a high quality learning experience	6. Differentiated support
7. Using evidence and data	8. Employability and skills development	9. Engaging beyond school
10. Partnership working	11. Professional learning and leadership	12. Research evaluation to measure impact

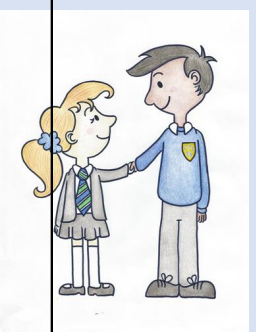
Leadership
Improve employability skills and school leaver destinations

SIP Priority 1 Curriculum 2.2

Specific area for improvement, rationale and design.

Development of the curriculum.

Action	Outcomes and Measurement <i>Including use of HGIOS Challenge questions</i>	Responsibility Timescale	Progress
<p>To review and develop our curriculum, placing the needs of our learners at the centre.</p> <p>Consultation with Chris Lewis, pedagogy team DCC.</p> <p>CLPL for all staff.</p> <p>Evaluation of the 4 contexts and 7 principles of curriculum design to identify current strengths and areas for development.</p>	<p>Baseline:</p> <ul style="list-style-type: none"> - Self-evaluation summary 22/23 - Learner’s feedback – pupil voice/class council. - Review of current / previous BGE trackers. - Review of current use of 4 contexts and 7 principles of curriculum design. - Evaluate current curriculum rationale. <p>Measurement:</p> <p>Pupil voice/ learning conversations recorded.</p> <p>Learner, staff, parent & partners feedback to be re-gathered mid-May.</p> <p>Triangulation of all evidence gathering.</p> <p>HGIOS Challenge Questions:</p> <ul style="list-style-type: none"> • <i>How much account is taken of local and national policy and guidance when agreeing the rationale and design of our curriculum?</i> • <i>To what extent do we take account of all the factors that make our school unique?</i> • <i>Does the curriculum experiences for our learners reflect our rationale? How do we know?</i> • <i>To what extent do we make effective use of available support materials and information to inform the developments of our curriculum?</i> • <i>To what extent does our curriculum promote equity and raise attainment for all children and young people?</i> 	<p>Learner interview by mid-December.</p> <p>Staff feedback by mid-December.</p> <p>Parent feedback by mid-December.</p> <p>Partner feedback by mid-December.</p> <p>Class teacher – Gemma Short</p> <p>SLT lead – Nicola Jenkins.</p> <p>Supported by pedagogy team Chris Lewis.</p> <p>-</p> <p>-</p>	<p>1.1</p> <p>2.2</p> <p>2.3</p>



SIP Priority 1

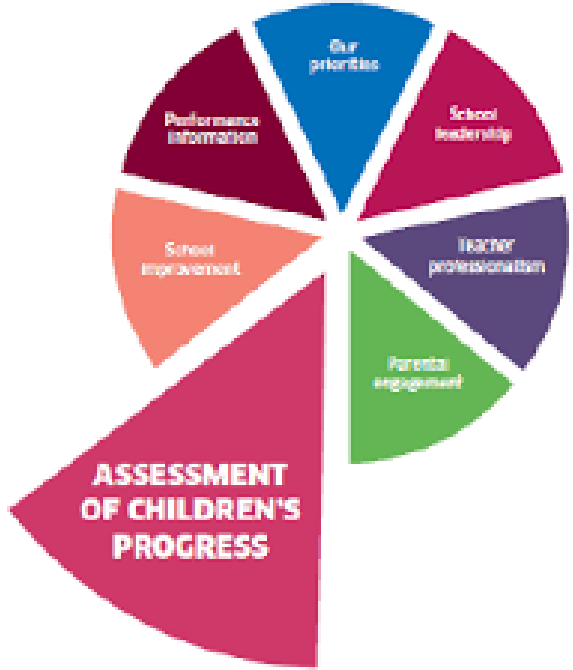
Specific area – Curriculum 2.2

Rationale and design and development of the curriculum.

Intended Impact:

- All stakeholders to contribute to the rationale, design, and development of our curriculum.
- There should be a clear understanding of what our school is trying to achieve.
- All stakeholders should be able to talk about the unique features of our school community.
- There should be evidence of planning and progression in the four contexts and demonstrate how knowledge, understanding and skills are built over time.





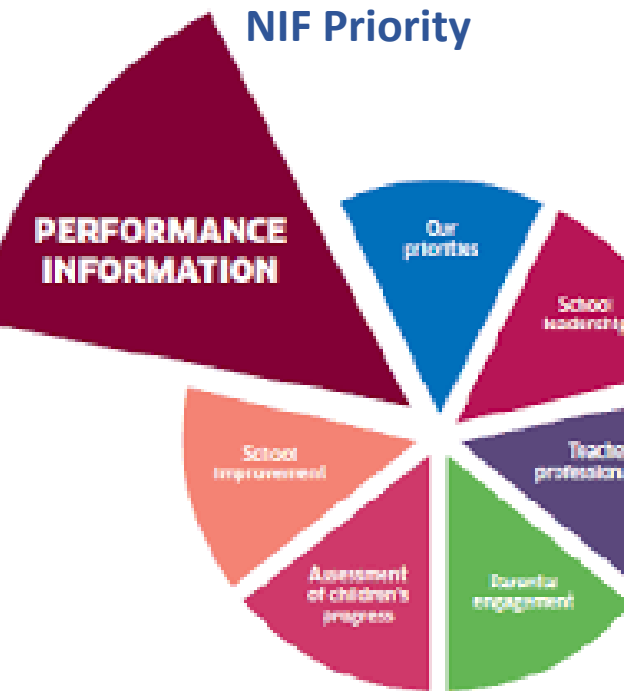
PEF (Where applicable)



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Leadership
Improve employability skills and school leaver destinations

SIP Priority 2

To develop metacognition teaching strategies around knowledge, regulation and motivation.

Action	Outcomes and Measurement <i>Including use of HGIOS Challenge questions</i>	Responsibility Timescale	Progress
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- 1. Pupil interviews with a focus on Metacognition vocabulary.
- 1. Staff survey to all teaching staff and support staff on metacognition vocabulary and techniques.
- 1. Survey on feedback techniques within the classroom- for both staff and pupils.
- 1. Meta group collecting evidence of vocabulary being used – checking progression through stages. Red/Amber/Green children from Meta group classes.
- 1. Time during staff meeting to discuss introduction of feedback baskets into classrooms.
- 1. Metaskills packs to be created for classrooms.
- 1. Implementing Self-Management section of the Meta-framework into focus group classrooms.

- Baseline:**
- Video recordings in identified classes of pupils discussing learning intentions and success criteria.
 - Staff feedback on how learning happens in all classes.
 - Evaluate staff understanding of meta skills. (Reference The Metacognition handbook and meta skills toolkit.)
 - Training for all staff.
 - Produce a guide to meta skills eg identify skills when planning learning and include within LIs and SC.
 - Create examples and lesson starters and finishers.
 - Develop key pillars of highly effective practice for LPS.
 - Identify tools/resources required as part of everyday learning.
 - Implement skills framework alongside DCC progression pathways.
 - Identify group of learners to track skills focus.

- 1. Baseline interviews to be carried out by Friday 24th November 2023.
- 2. Staff survey to be sent out initially by Friday 24th November 2023. Review data.
- 3. Staff survey to be sent out initially by Friday 24th November 2023.
- 4. Every two weeks beginning November 2023.
- 5. 12th December staff meeting.
- 6. January 2024.
- 7. January 2024.
- 8. November 2023 - January 2024.
- 9. Term 4.
- 10. On going.
- 11. Term 4.

Natasha Suzko – Class teacher
 Abbie Gordon - Class teacher
 Tricia Christie
 Katie Smith
 Juliet Shepherd



Action	Outcomes and Measurement <i>Including use of HGIOS Challenge questions</i>	Responsibility Timescale	Progress
<p>1. CLPL on Metaskills for all staff to be delivered. Provide staff with Metaskills pack.</p> <p>1. Rebrand open doors with children explaining their learning to adults. Presentations to parents on their learning. Using Metaskills vocabulary.</p> <p>1. Learner led conferences to begin across focus group classes – children may not yet use all vocabulary but time to discuss learning will build confidence.</p> <p>1. Discussions around embedding Metaskills frameworks into planning folders for next session.</p>	<p><u>Measurement:</u></p> <p>Learner interview 10 months into progress.</p> <p>Pupil voice/ learning conversations recorded.</p> <p>Staff, Parent & Partners feedback to be included in review.</p> <p>PSVs to identify progress with direct instruction, reading, activating prior knowledge, retrieval, feedback, and independent practice. (checklist).</p> <p>Analysis of video recordings, sharing of practice.</p> <p>Triangulation of all evidence gathering.</p> <p>HGIOS Challenge Questions:</p> <p><i>-How well are we enabling learners to become independent learners and develop the four capacities?</i></p> <p><i>-How confident are we that all learners experience activities which are varied, differentiated, active and provide effective support and challenge?</i></p> <p><i>-How well do we communicate the purpose of learning and give effective explanations for all learners?</i></p> <p><i>- How well do our questioning strategies enhance the learners' experiences and enable higher order thinking skills?</i></p> <p><i>-How well do we make use of a range of valid, reliable, and relevant assessment tools and approaches to support the improvement of children and young people's learning?</i></p> <p><i>- How effectively do we involve learners and parents in planning and evaluating learning?</i></p>	<p>SLT lead – Nicola Jenkins</p> <p>Support from Jodi Barclay, DCC pedagogy team.</p> <p>Term 3 & 4</p>	

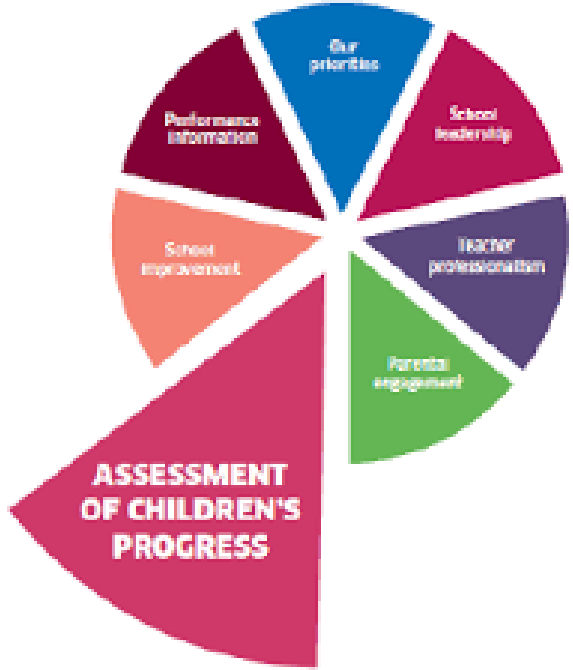


SIP Priority 2
Learning and teaching assessment
2.3- Metaskills

Intended Impact:

- Increased teachers understanding and purpose of metacognition.
- Embed skills more effectively across all levels with a focus on meta skills in a manageable and sustained way.
- Create an implementation plan to develop meta skills.
- Observe meta skills transferred across curriculum.



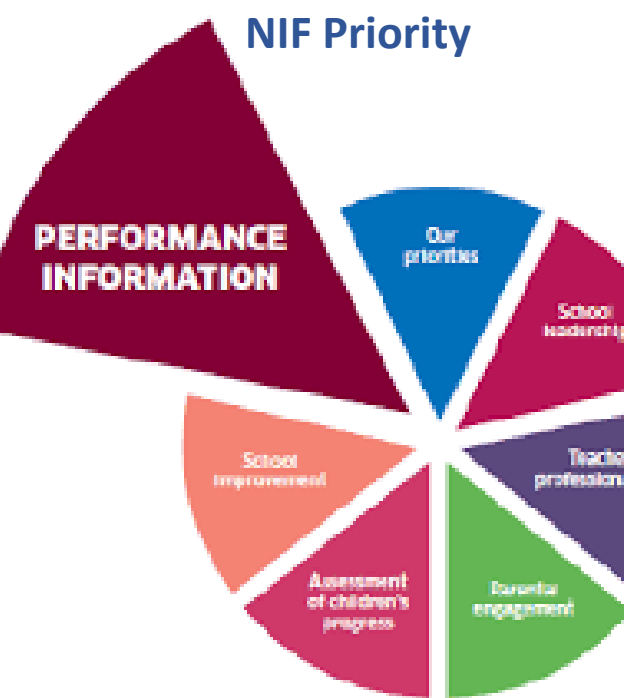


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HIGIOS QI

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Leadership

Improve employability skills and school leaver destinations

SIP Priority 3

Develop our approaches to supporting positive pupil attendance in Longhaugh Primary School

Action

Our aim will be to improve our overall attendance from 90.49 to 92% overall. This ambitious plan will require a clear focus on a range of primary themes:

•Information Sharing

•Targeted individual support

•Environmental Issues

•Societal / Individual family Factors



Outcomes and Measurement *Including use of HGIOS Challenge questions*

Marketing – *how do we sell good attendance to our families and promote our EDLM Priority: Presence?*

•By making improvements for some of our lowest attenders, this will support our overall aim – creating bespoke pupil and family support and tracking the effectiveness of this.

•Use of data and information sharing with cluster schools around some of the environmental issues – Weather conditions/ holidays Is this a locality/citywide issue?

•Family mental health difficulties, attitudes towards school, barriers to attending (Cost of the School Day)

Responsibility | Timescale

Relaunch of refreshed attendance leaflet.

•Every day matters in Longhaugh – SeeSaw Campaign – January 2024

•Full school focus on Presence through Assemblies, UNCRC, pupil voice, pupil leadership roles

•3.1 SFDW & DHT

•TATC meetings to be arranged for those who’s attendance are the lowest using a partnership approach to supporting children/families. **2.7 SFDW & DHT**

•For those families who persistently fail to attend meetings, support to meet informally out-with school environment. **2.4 SFDW**

•Data from Dundee House to ascertain patterns across the city. An identify ways to tackle this. **DHT**

•Using COSD action plan to ensure barriers to school are addressed. **3.1 SFDW & DHT**

•Use of FORT system to access a range of family support services. **2.7 SFDW**

•Together to Thrive project - Delivery of LPS Group to support attendance and reduce barriers to school to targeted families. (neurodevelopmental pupils) **2.4 SFDW**

•TATC Process will support to identify any areas and referrals to appropriate services (School Health, Barnardos, Aberlour, OPFS, Housing, Benefit support etc) **3.1 HT, DHT, SFDW**

SIP Priority 3 Develop our approaches to supporting positive pupil attendance in Longhaugh Primary School

Intended Impact –

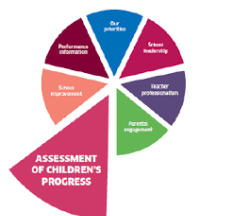
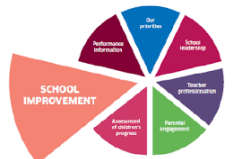
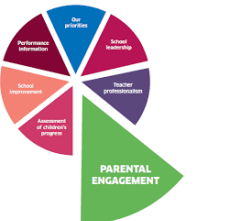
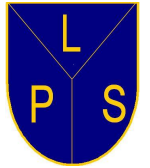
Improve attendance by 2% over the course of the academic year. Develop creative approaches to addressing poor attendance.





Summary of PEF Spend

Total spend £143,325 (157,348 including carry forward.)



Area of Spend	Details	Budget allocated
Teaching staff	Co-teaching and raising attainment interventions	£ 75, 488
Support staff	Active school's assistant, extending wider achievement opportunities.	£18, 021
Sean Saunders Active Schools Assistant		
CLPL	Resources to support school inquiry groups	£1000
Douglaswood Residential Transport		£4000
Resources	Learning Environment/Subscriptions/Digital /PIRA & PUMA assessment /Food	£41, 000
Payments to other bodies	Aberlour	£18000
Other <i>(please specify)</i>		<p>Braes £20 per session. Claverhouse £15 per session</p> <p>£500</p> <p>Dundee East Community Sports Club £30 per group session.</p> <p>Dundee Leisure and Culture-Swimming- £2.50 per session with an Activate card.</p> <p>Newton Farm – £7 per session.</p> <p>Ballumbie Driving Range £5 per session. Piperdam £5 per session.</p> <p>Junior Duke £5 per award per Child- Hi 5 Award- £50 per year.</p> <p>Mill of Brighty Farm – free</p>
Alternative curriculum, e.g., Braes Riding for Disabled, Claverhouse Equestrian, Ancrum ,Swimming, Dundee East Community Sport Club- football coaching.		

Summary of PEF Spend