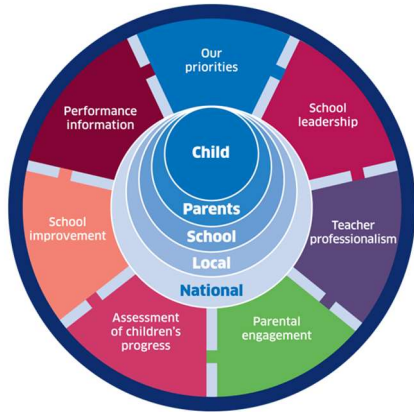


# Camperdown Primary School Improvement Plan – Dundee Primary School 2019-2020



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](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)



Tayside Plan C&FS  
[External Link](#)  
 Tayside\_Plan 1a.pdf



Dundee Education Plan  
[https://www.dundee.gov.uk/sites/default/files/publications/annual\\_education\\_plan\\_2017-18.pdf](https://www.dundee.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf)

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.

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.

**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

**NIF Drivers:**

1. School Leadership
2. Teacher Professionalism
3. Parental Engagement
4. Assessment of Children's Progress
5. School Improvement
6. Performance Information

**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."*

**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.

Camperdown Primary Vision, Values and Aims

Our Vision:     **Grow     Learn     Achieve**

Our Values:     **Kindness   Respect   Honesty   Responsibility   Equality**

Our Aims:       **Attitudes which are positive**  
                  **Contributing to our community**  
                  **Opening minds to learning**  
                  **Reflecting on how we are doing**  
                  **Nurturing and inclusive**

**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.)

Pupils consulted through Pupil Learning Council and Pupil Council. Pupil questionnaires and assessments from pre and post interventions.

Parents consulted through Parent Council and Parent Forums. Parents are also asked to complete questionnaires and there is a suggestion box at the nursery class. We also gather feedback from parent workshops.

Staff complete questionnaires – pre and post interventions. They use data to make judgements and there is ongoing professional dialogue about SIP. Planned whole school QA calendar for focus specific QIs. Actions plans are made to identify next steps eg numeracy as restorative practice. Staff maintain their own self-evaluation toolkit and set termly targets.

Partners are consulted through questionnaires and ideas for improvements eg SWOT analysis of where the school is. Ongoing discussion with DEPS re partnership agreement. Active Schools Co-ordinator has regular meetings to monitor impact of activities and consult on next steps. Close working with Rev Strachan.

### Long-Term SIP Overview

	16 – 17	17 – 18	18 – 19	19 – 20	20 – 21	21 – 22
<b>NIF Priority</b>	Choose an item. Choose an item. Choose an item.	<b>1</b> <b>2</b> <b>3</b>	<b>1</b> <b>2</b> <b>3</b>	<b>1</b> <b>2</b> Choose an item.	Choose an item. Choose an item. Choose an item.	Choose an item. Choose an item. Choose an item.
<b>NIF Driver</b>	Choose an item. Choose an item. Choose an item.	<b>5</b> <b>3</b> <b>4</b>	<b>2</b> <b>3</b> <b>5</b>	<b>2</b> <b>4</b> <b>5</b>	Choose an item. Choose an item. Choose an item.	Choose an item. Choose an item. Choose an item.
<b>Tayside'</b>	Choose an item. Choose an item. Choose an item.	<b>1</b> <b>2</b> <b>4</b>	<b>1</b> <b>2</b> <b>4</b>	<b>2</b> <b>4</b> Choose an item.	Choose an item. Choose an item. Choose an item.	Choose an item. Choose an item. Choose an item.
<b>HGIOS 4 QI Focus</b>	Choose an item. Choose an item. Choose an item.	<b>2.7</b> <b>3.1</b> <b>3.2</b>	<b>2.3</b> <b>2.7</b> <b>3.2</b>	<b>2.3</b> <b>3.2</b> 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

## Improvement Priority 1: Creating our Vision, Values and Aims at Camperdown

<b>Key NIF Priorities:</b> <b>Improvement in Attainment</b> <b>Improvement in Attainment</b> Choose an item.	<b>Tayside Five Priorities:</b> <b>Meaningful Engagement, Extended Potential</b> Choose an item. Choose an item.
<b>Key NIF Drivers:</b> <b>Teacher Professionalism</b> <b>School Improvement</b> Choose an item.	<b>Key HGIOS 4 QIs:</b> <b>2.3 Learning, Teaching, Assessment</b> <b>3.2 Raising Attainment-Achievement</b> Choose an item.

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 and timeline?)
Meet all learner's needs.           Upskill and support staff to deliver high quality learning and teaching	To involve all stakeholders in re-creating our vision, values and aims to incorporate the rights and responsibilities of the child (Nursery-P7). Re-visit curriculum rationale and progression pathways for all areas. Develop a Camperdown Learning and Teaching Standard so expectations for all are clear – including restorative practice and nurturing approaches. Continue with Celcis project. Pilot school for 365 Schooling –working with St Clement's to ensure school is the hub of the community.  TRIC project –visiting P&K schools – developing culture and ethos.  Curriculum Development – engaging with research to identify high quality learning and teaching.  Develop AiFL Action plan	Feedback from stakeholders. Children to articulate and show with their actions our VVA. Language of VVA are used in everyday practice by all stakeholders. Use the standard in PSVs to evaluate practice and learner's participation. Self-evaluation processes Professional discussion and individual teacher self-evaluation toolkit. PSVs Discussions with children Attainment and planning meetings Learning Walks – assessment focus Learning Logs – evidence of learning and next steps.	SLT leading but all stakeholders to be involved.  Start project in April with VVA to launch in Aug 19. Review in Dec 19 and May 19.  Standard to be ready for Aug 19.  TRIC starting April 19  Professional discussions etc are ongoing through session 19/20.  AiFL Action Plan to be developed through session 19/20.	

**Improvement Priority 2: Embedding Early Years Pedagogy – Literacy and ICT**

<p><b>Key NIF Priorities:</b>  <b>Improvement in Attainment</b>  <b>Closing the Attainment Gap</b>          Choose an item.</p>	<p><b>Tayside Five Priorities:</b>  <b>The Best Start in Life</b>  <b>Meaningful Engagement, Extended Potential</b>          Choose an item.</p>
<p><b>Key NIF Drivers:</b>  <b>Teacher Professionalism</b>  <b>School Improvement</b>          Choose an item.</p>	<p><b>Key HGIOS 4 QIs:</b>  <b>2.3 Learning, Teaching, Assessment</b>  <b>3.2 Raising Attainment-Achievement</b>          Choose an item.</p>

<p><b>Aims</b> (what we are going to achieve?)</p>	<p><b>Actions</b> (what will we do?)</p>	<p><b>Measurement Tools</b> (How we will know we are making a difference?)</p>	<p><b>Progress/Impact</b> (what has improved?)</p>	<p><b>Personnel</b> (who will lead this and who is involved?)</p>
<p>Embed high quality pedagogy from Nursery across the school.</p> <p>Raising attainment in Literacy across all levels.</p> <p>Meeting the learner’s needs.</p> <p>ICT to be used to enhance learning opportunities within the early years.</p>	<p>Nursery staff to share learning from SAC projects with all teaching staff. Interventions to be introduced at stages across the school:            Word Aware – whole school approach to develop vocabulary.            Nursery Narrative – to be introduced in P1-P3 to focus on high quality questioning and encouraging children to lead learning.            Use of observations – use high quality observations across the whole school to support assessment processes and the planning for next steps. Introduce floor books in P1</p> <p>TRIC project –Links with Angus partners how is literacy pedagogy embedded from Nursery to school to raise attainment? Engage staff in professional dialogue to review practice and plan a consistent approach, with focus on differentiation and pedagogy.</p> <p>Nursery ICT project – linking with Menziesshill to focus on progression and skills across early level.</p>	<p>Discussion with staff</p> <p>WA - Post testing after intervention – monthly basis.</p> <p>NN - Renfrewshire Action Picture Test – pre and post intervention (12 weeks intervention)</p> <p>O -Planning and tracking meetings and use floor books.</p> <p>Professional dialogue            Monitoring attainment results for literacy            PSVs            Discussions with learner’s</p> <p>Self-evaluation from Digital School’s Award.</p>	<p></p>	<p>DHT            SEYP            Early Years Staff            P1 staff members</p> <p>Introduction of interventions in May 19 and will be used from Aug 19 throughout the school.</p> <p>Contact with Angus partner in April 19. Introduction and use of floor books Aug 19.</p> <p>2 EYEs and SEYP            Project starting March 19 ad continue into the session.</p>

**Improvement Priority 3: Improve Feedback for all Learners**

<p><b>Key NIF Priorities:</b>  <b>Improvement in Attainment</b>          Choose an item.          Choose an item.</p>	<p><b>Tayside Five Priorities:</b>  <b>Meaningful Engagement, Extended Potential</b>  <b>Comparable Outcomes for All Despite Inequality-Disadvantage(Equity)</b>          Choose an item.</p>
<p><b>Key NIF Drivers:</b>  <b>Assesment of Progress</b>  <b>School Improvement</b>          Choose an item.</p>	<p><b>Key HGIOS 4 QIs:</b>  <b>2.3 Learning, Teaching, Assessment</b>  <b>1.2 Leadership of Learning</b>          Choose an item.</p>

<p><b>Aims</b> (what we are going to achieve?)</p>	<p><b>Actions</b> (what will we do?)</p>	<p><b>Measurement Tools</b> (How we will know we are making a difference?)</p>	<p><b>Progress/Impact</b> (what has improved?)</p>	<p><b>Personnel</b> (who will lead this and who is involved?)</p>
<p>Improve all learner's involvement in using the language of learning – Nursery to P7.</p> <p>Develop a consistent approach to feedback so all practitioners are working to the same standard.</p> <p>Improve attainment in writing across all levels so we can maintain an achievement of 80% or above for all levels.</p>	<p>Learning Walk to gather data – can learners articulate the levels of work and their next steps?  <b>Action Plan</b>            All practitioners to share level of work and engage in weekly goal setting with children in learning logs.            Skills for Life, Work and Learning poster to be referred to at the start of each lesson.            Floor books and profiles to be used to reflect on learning with the children.            Word Aware to be used to explain the vocabulary of learning.</p> <p>Whole staff Inset session on effective feedback – what does this look like?            Robert Owen CAR project to be undertaken by 2 members of staff. Focus to be on feedback in writing, staff to share learning with colleagues. Link with Clepington PS a partner school.            TRIC – link with St Andrews to share learning on feedback.</p> <p>Sharing session with parents/carers on feedback.</p> <p>Expectations for feedback to be included in the Camperdown Standard.</p>	<p>Learning Walks            Learning Log monitoring            Discussions with learners            Floor books            Word Aware post testing</p> <p>Professional dialogue            CAR data            Attainment data            Parent/carer feedback            Learner feedback</p>	<p>Learning Walks to take place in March 19</p> <p>HT leading with 2 class teachers involved in the project.</p> <p>Robert Owen initial meeting March 19            Robert Owen Launch March 19            Links with partner schools April 19            CAR project to start Aug 19            Parent event Aug 19 and Feb 20.</p>	<p>HT leading</p> <p>Learning Walks to take place in March 19</p> <p>HT leading with 2 class teachers involved in the project.</p> <p>Robert Owen initial meeting March 19            Robert Owen Launch March 19            Links with partner schools April 19            CAR project to start Aug 19            Parent event Aug 19 and Feb 20.</p>

**Improvement Priority 4: Develop Writing Pedagogy Across the Whole School**

<p><b>Key NIF Priorities:</b>  <b>Improvement in Attainment</b>  <b>Closing the Attainment Gap</b>          Choose an item.</p>	<p><b>Tayside Five Priorities:</b>  <b>Meaningful Engagement, Extended Potential</b>  <b>Comparable Outcomes for All Despite Inequality-Disadvantage(Equity)</b>          Choose an item.</p>
<p><b>Key NIF Drivers:</b>  <b>Teacher Professionalism</b>  <b>School Improvement</b>          Choose an item.</p>	<p><b>Key HGIOS 4 QIs:</b>  <b>Family Learning</b>  <b>2.3 Learning, Teaching, Assessment</b>  <b>3.2 Raising Attainment-Achievement</b></p>

<p><b>Aims</b> (what we are going to achieve?)</p>	<p><b>Actions</b> (what will we do?)</p>	<p><b>Measurement Tools</b> (How we will know we are making a difference?)</p>	<p><b>Progress/Impact</b> (what has improved?)</p>	<p><b>Personnel</b> (who will lead this and who is involved?)</p>
<p>Raise attainment in writing across all levels so we can maintain an achievement of 80% or above for all levels.</p> <p>Consistent approach in writing pedagogy across the school so learners have a similar experience in writing lessons as they move through the school.</p>	<p>APT attending Clicker 7 input. Purchase resource and training for all staff on May Inset. Resource to be used to support targeted children in wiring lessons.</p> <p>DHT to attend Story Kitchen input in Angus. Whole school session to focus on pedagogy, assessment and moderation. Engaging with research about high quality learning and teaching.</p> <p>Develop Implemento Action Plan for writing, moderation and assessment for all levels. Implement Action Plan over session 19/20.</p> <p>Open Day Event for Parent/Carers on a focus on writing and how they can support at home.</p> <p>Co-operative Learning Consultants to work intensively with P6 classes and teachers. CAR project to monitor impact. Learning to be shared with colleagues.</p> <p>All teaching staff to plan and deliver a weekly writing session so children have opportunity for extended writing.</p> <p>Implement to DCC progression pathway for literacy to ensure pace and progression at all levels.</p>	<p>Professional dialogue            Tracking meetings            Planning meetings            Implemento Plan – review progress.            CAR project data            Attainment data            Feedback – practitioners, learners and parent/carers            Moderation evidence            Jotter/Writing folder monitoring</p>		<p>DHT            APT            2 x P6 class teachers</p> <p>All teaching staff to be involved. Clicker 7 – purchase March 19 and training May 19 and implemented from there.</p> <p>DHT Story Kitchen in Feb 19. Whole school session Aug 19            Implemento Plan to be created Sept 19 and put into action over the session.</p> <p>Open Day Event to be held in Oct 19.</p> <p>Co-operative Learning CAR project starting Aug 19 and continues over the session 19/20</p>



## 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