**(Camperdown 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:**  **School values**  *Getting it right by* creating a safe, welcoming, happy, positive and inclusive learning environment, which nurtures all who belong there and enables children to develop the four capacities of successful learners, confident individuals, responsible citizens and effective contributors.  **Vision and Aims**  Learning is our core business. At Camperdown Primary School our vision is to put the *Getting it right for every child (GIRFEC)* agenda at the heart of all that we do.  Our vision is to foster aspiration, ambition and a love of learning in all our pupils and to support children’s learning in order that they achieve to their fullest potential and develop skills for learning, life and work.  We endeavour to provide the highest possible standards of quality teaching and learning and to promote high expectations of discipline and behaviour in partnership with parents and other partners in the community.  We promote leadership at all levels within the school community and the school leadership team will support and challenge all pupils and members of staff to be the best that can be in an open climate of honesty, trust, respect and co-operation. |
| **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**

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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. | **1**  **2**  **3** | **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. | **5**  **3**  **4** | **2**  **3**  **5** | 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. | **1**  **2**  **4** | **1**  **2**  **4** | 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. | **2.7**  **3.1**  **3.2** | **2.3**  **2.7**  **3.2** | 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: Raising Attainment in Numeracy** |

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| **Key NIF Priorities:**  **Improvement in Attainment**  **Closing the Attainment Gap**  Choose an item. | **Tayside Five Priorities:**  **Comparable Outcomes for All Despite Inequality-Disadvantage(Equity)**  Choose an item.  Choose an item. |
| **Key NIF Drivers:**  **School Improvement**  **Teacher Professionalism**  Choose an item. | **Key HGIOS 4 QIs:**  **2.3 Learning, Teaching, Assessment**  **3.2 Raising Attainment-Achievement**  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?) |
| To improve attainment in numeracy for all learners by building staff capacity and developing effective partnerships.  Focusing on closing the attainment gap for children in SIMD 1 and 2 who are not achieving CfE levels.  Raise attainment results to at least 80% achievement at early, first and second levels. | Numicon training for al staff.  Link learning from growth mindset into numeracy lessons.  Focus on effective feedback so learners can set personal targets.  2nd level classes to have experience of a real life event.  Upscale Parent/child Numeracy group.  Ensure progression pyramid is used in Nursery | Attainment results – have they risen?  Teacher observations and feedback from children.  Feedback from pupils – learning logs for personal targets.  Application of learning – attainment results.  Feedback from parents – questionnaires  Tracking of learning – is their good coverage for passing to P1? |  | DCC training for teachers and support staff.  APT – Pedagogy  HT – lead staff development in feedback  2nd level class teachers  Numeracy Pioneers for the learning group |

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| **Improvement Priority 2: Raising Attainment in Literacy** |

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| **Key NIF Priorities:**  **Improvement in Attainment**  **Closing the Attainment Gap**  Choose an item. | **Tayside Five Priorities:**  **The Best Start in Life**  **Comparable Outcomes for All Despite Inequality-Disadvantage(Equity)**  Choose an item. |
| **Key NIF Drivers:**  **School Improvement**  **Performance Information**  Choose an item. | **Key HGIOS 4 QIs:**  **3.2 Raising Attainment-Achievement**  **2.3 Learning, Teaching, Assessment**  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?) |
| To improve attainment for all learners in literacy.  Focusing on closing the attainment gap for children in SIMD 1 and 2 who are not achieving CfE levels.  Early level CfE to be maintained at 88%or above for reading, 80% for writing and listening and talking. First level to rise to at 80% or above for reading, for writing and listening and talking. Second level to be above 75% in reading, writing and listening and talking. | Implement training from comprehension input across all stages.  Target spelling as an area for focus and training for staff.  Training for staff on teaching styles – co-operative learning and also learning from growth mindset to engage the learners.  Focus on the action plan from Ruth Miskin Development and Alliance days.  Target children who are off track with Lexia programme.  Literacy initiatives to continue in Nursery and share with P1. | Attainment results – have these improved?  Teacher observations and assessments – application of spelling in other areas.  Each teacher to carry out action research project in their class to focus on pupil engagement.  Assessments from Learning to Read – are children all children making suitable progress?  Assessment data from Lexia programme to be monitored.  Data collected from interventions. |  | All teaching staff.  DCC Literacy tutors for training for all teaching staff.  Co-operative Learning training led by Karen Damner and Stewart. All teaching staff to take forward and measure impact. APT – leading pedagogy and growth mindset.  DHT to lead Development Days with Reading Leader.  APT – R Froehlich to oversee Lexia intervention.  Nursery staff – all responsible for leading an intervention. |

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| **Improvement Priority 3: Enhancing Health and Well Being Opportunities for all.** |

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| **Key NIF Priorities:**  **Improving Health and Wellbeing**  Choose an item.  Choose an item. | **Tayside Five Priorities:**  **The Best Start in Life**  **Physically, Mentally, Emotionally Healthy**  **Comparable Outcomes for All Despite Inequality-Disadvantage(Equity)** |
| **Key NIF Drivers:**  **Performance Information**  **School Improvement**  Choose an item. | **Key HGIOS 4 QIs:**  **3.1 Improving Wellbeing, Equality, Inclusion**  **2.7 Partnerships**  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?) |
| All staff to be trained to de-escalate situations to support the learners.  We will offer alternative ways of learning and make better use of the outdoors local attractions for targeted learners who are within SIMD 1&2 and not achieving the correct CfE levels.  Children will be more prepared and ready to learn.  Parents and children will be more involved in the planning process for support. | Work with DEPS – de-escalation training for all staff – use calm bags  Creativity groups/KIKO to target support.  Art, music and play therapy offered to targeted children.  Tree Of Knowledge workshops for P5-7.  All infant classes to implement the daily 15.  Walking Bus and Breakfast Club targeting children who are late and needing a soft start to the day.  ABLe to involve the parents and learners– more targeted recording and sharing plans.  Celcis project – minute-less meetings and buddies for children.  Supported transitions for P7 and Nursery for targeted children. | Collaborative action research model – working group. Feedback with DEPS.  Well-being Wells and use of PASS survey data. Learner’s feedback from ToK.  PDSA – daily 15 – monitoring data and link to attainment results.  Walking Bus – attendance figures and PDSA.  Breakfast Club – PDSA and teacher observations  Feedback from parents and children re buddy process. Observations gathered from TATC.  Blether boards and Well-being wheels to gather children’s voice |  | Denise Martin for training.  Mrs S McGregor leading creativity groups.  HWBA and LCAs leading therapy sessions.  ToK staff overseen by APT  Class teachers P1-P3 Daily 15.  SFDW – Breakfast Club  DHT – Walking Bus  ABLe – APT  Celcis – SLT  Transitions – Transition Teacher, SEYP and Early Years staff. |

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| **Improvement Priority 4: Promoting Parental Engagement** |

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| **Key NIF Priorities:**  **Improvement in Attainment**  **Closing the Attainment Gap**  Choose an item. | **Tayside Five Priorities:**  **The Best Start in Life**  **Meaningful Engagement, Extended Potential**  Choose an item. |
| **Key NIF Drivers:**  **Parental Engagement**  **School Improvement**  Choose an item. | **Key HGIOS 4 QIs:**  **Family Learning**  **2.7 Partnerships**  **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?) |
| To promote effective parental engagement in order to support the learner and raise attainment.  Develop a positive learning community where parents are empowered and support Camperdown Primary. | Cohort 1 from CanI Coaching to implement learning and participate in groups in school eg support holiday provision and gardening group.  Second cohort of parents to participate in CanI Coaching programme.  EYE Families worker to target support for families with various interventions eg PEEPS, Book Bug.  SFDW to target support for families eg Syrian Mum’s Group, Stay and Play, Skills Development  Family Learning groups – ICT, Numeracy and Literacy.  Open Day events to share learning.  Develop learning logs – reflect progress and share next steps. | Measure parent participation in groups across school. Parent feedback from CanI Coaching.  PDSA for interventions.  Questionnaires – parents and children. % of parents in attendance.  Evaluation comments – can children reflect? Can this replace reports? |  | Derek Gall and SFDW leading CanI Coaching.  EYE Families – Mrs A Houghton  SFDW – Stacey Lawson  Open Events and Family Learning – APT  Learning Logs – led by HT. |

**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