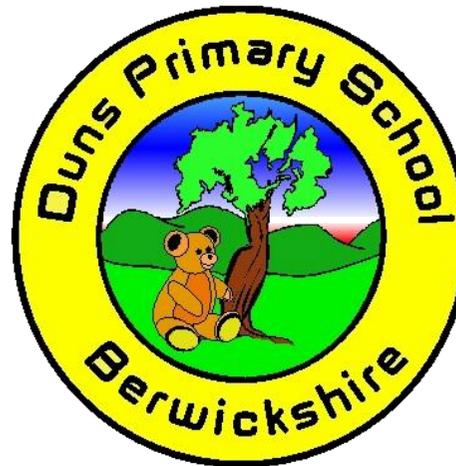


# Duns Primary School

## School Improvement Plan

### 2017-2018



Parent/Carer/Community Version

What we need to do (SIP 2017/2018)	What the school is going to do:	How will we measure our success:	Result expected to obtain:	What you can do as a parent/carer:
<b>1. Raise attainment for all by improving quality of instruction</b>	Teaching staff will work together with Duns Cluster colleagues to identify key aspects of high quality teaching	We hope to show improvements in attainment in literacy and numeracy	All staff will be able to identify peers in other schools and in their own school to work with. This will lead to opportunities to support and challenge each other.	Websites for parents, e.g. read write count to get ideas of how they can build literacy and numeracy into everyday life.
	Through self evaluation, teaching staff will identify key areas of strength and key areas for development		All teaching staff will be able to self-evaluate and plan their own priorities for improvement.	
	Use needs analysis through collaboration and support to improve method and practice of teaching		All staff will participate in peer observation / collaborative activity.	
	Improve leadership at all levels including teacher and middle leadership (Principal Teachers (PT) and Deputy Head Teachers (DHT))		DHT and PT have formed a Middle Leadership Group across schools and will be able to lead in identifying next steps through self-evaluation. HT quality and self evaluation activities will provide evidence of improved pupil learning experience and improved pupil engagement with learning.	

What we need to do (SIP 2017/2018)	What the school is going to do:		How will we measure our success:	Result expected to obtain:	What you can do as a parent/carer:
<p><b>2. Create a leadership culture for pupils and staff</b></p>	<p>We are going to identify specific ways to put pupils at the heart of leading their own learning and create P1-7 Learning for Sustainability Committees across the school</p>	<p>Staff (teaching and non-teaching) will lead each committee and create an action plan with a specific outcome/task with pupils e.g. School Newspaper /website to promote recycling initiatives/gardening Committee working alongside community volunteers to develop part of grounds in the new school, etc.</p>	<p>How many committees have been put in place and how effective are they. Pre and post Pupil feedback. Community feedback. Number of pupil-lead learning initiatives developed in 2018.</p>	<p>This should further increase attainment over time as well as improving emotional and social well-being of pupils</p>	<p>Community volunteers; provide unused items for resources</p>
		<p>Children will take the lead and suggest ways to work and involve the wider community and act on this.</p>	<p>Each group implements one area for success. Staff and pupils will evaluate and produce and offer something tangible which makes a difference to our school community.</p>		
		<p>Through the committees, Children will learn group cooperative skills</p>	<p>Teachers report improved skills in cooperative learning</p>		

What we need to do (SIP 2017/2018)	What the school is going to do:		How will we measure our success:	Result expected to obtain:	What you can do as a parent/carer:
<p><b>2. Create a leadership culture for pupils and staff</b></p>	<p>Create an environment where pupils have a genuine voice, are confident learners and effective contributors, and should help to engage pupils as fully as possible in their own learning.</p>	<p>A group of teachers will work together to research and develop strategies which will involve pupils in leading their own learning. The group will pilot and develop these ideas with the hope to provide a "Toolkit" of ideas which will then be rolled out in a training session for the rest of the staff.</p> <p>Some staff trial a way to involve pupils in planning their learning at the beginning of the year e.g. 'Knowledge' 'What' 'Learning' Grid, Learning Walls, Floor Books, Unpacking 'Experiences and Outcomes'.</p>	<p>SMT discussions with pupils. Staff and pupils find more effective strategies for discussion and involvement.</p>	<p>Teacher plans reflect increased pupil involvement.</p> <p>Focussed discussions with pupils reflect these improvements.</p>	

What we need to do (SIP 2017/2018)	What the school is going to do:	How will we measure our success:		Result expected to obtain:	What you can do as a parent/carer:
<b>3. Earlier and focussed interventions to address needs of individual pupils who are not meeting expected standards</b>	All staff led by the SLT will have a clear focus on raising attainment, promoting inclusion and meeting learner needs	Staff will have improved skills in using interventions and approaches.	Monitoring and tracking improvements in attainment of targeted groups of children.	Staff attend relevant CPD in Numeracy and Literacy interventions New approaches are implemented by all staff e.g synthetics phonics and spelling approaches, Mathletics numeracy programme. 3% overall increase in Literacy and Numeracy at key stages across the school.	Increased parental/carer engagement and involvement in children's learning through Mathletics and other home learning activities
	Appoint a Family Learning and Childcare Development Worker (FLCDW)	Parental engagement at workshops, meetings and home visits. Attendance improvement across school. Attendance monitoring at breakfast club and homework clubs will show increased participation. Class teachers tracking of homework on literacy and numeracy data shows improvement. ELCC staff report they are increasingly supported in identifying learning 'gaps' early and interventions are put in place sooner.		90 % parental engagement at workshops, meetings and home visits. Attendance improves by 5% across school. Attendance monitoring at breakfast club and homework clubs will show increased participation. Class teachers tracking of homework on literacy and numeracy data shows improvement. ELCC staff report they are increasingly supported in identifying learning 'gaps' early and interventions are put in place sooner.	Be involved: Come to workshops, school meetings where you can and be available for home visits. Help with attendance of your child.

What we need to do (SIP 2017/2018)	What the school is going to do:	How will we measure our success:	Result expected to obtain:	What you can do as a parent/carer:
<b>3. Earlier and focussed interventions to address needs of individual pupils who are not meeting expected standards</b>	Senior Pupil Learning Mentor programme: Appointment of extra SfL teacher. PT and DHT to teach target groups and individuals in Literacy and Numeracy. Volunteers and S6 Mentors to support individuals.	Standardised Assessment in spelling tests, Mathematics Data and writing tracking.  Teacher Judgements  Pupil and staff questionnaires  Jotter evidence	Increased attainment in Writing at P7 by 3%.  Increased attainment in Reading, Writing and Numeracy in P3 to by 3%.  Maintain attainment level at P2 by 3%.  Mathematics data and reading assessments will show improvements across the school for the lowest 20%.	Websites for parents, e.g. read write count to get ideas of how they can build literacy and numeracy into everyday life.
	Increased time for teaching of groups and 1:1	Monitoring and tracking improvements in attainment of targeted groups of children in Literacy	Increase confidence with spelling Attainment to increase at all stages	
	CPD Training for staff	Staff feedback Pupil Feedback Parental questionnaire (Spelling Homework) Attainment data	Increase in teacher confidence in the teaching of spelling. At 20% improvement in spelling results across all stages of the school Pupils transferring spelling skills into other areas of the curriculum.	
	Pupil Enhancement programme (Fund to support any families with access issues around uniforms, trips, residential, music	Parental Questionnaire	Increased uptake from families from 2016-2017 Increased provision and support available 2017-2018	Ensure you claim for benefits which are available

<p>tuition and After school clubs).</p>			
<p>Identify groups of pupils who require extra personal, emotional and social skills support and training and provide 'Seasons for Growth', 'Relax Kids' and 'Skills for Life Adventure Group' programmes throughout the year.</p>	<p>Pre and post Pupil questionnaires</p>	<p>Improved Mental Health and Well being. Decrease in number of children presenting themselves with mental health issues, contributing to lowering local and national average.</p>	<p>Encouraging hydration with water; encouraging getting a good nights' sleep; limiting "screen time"; Music; Outdoor learning (Gardening); Crafts; sports; exercise; learning a language; practising mindfulness - all shown to increase mood and better mental health.</p>
	<p>Feedback from class teachers. Increased up take of 'golden time'.</p>	<p>Staff report pupils are more engaged, on task and concentration is improved</p>	
	<p>Parents and carers report pupils are happier, more relaxed and resilient.</p>		
	<p>Less classroom / playground incidents recorded on orange slips. Numerical values for term/annual data; % per child.</p>		