



School Improvement Plan 2018-2019

Duns Primary School

Self-Evaluation Summary

'Identification of strengths and aspects for improvement involves knowing the impact of our work on learners. Learners are at the heart of effective self-evaluation' -HGIOS 4

2017-18 School Improvement Report	2018-19 School Improvement Plan
<p style="text-align: center;">3 Key Strengths</p>	<p style="text-align: center;">4 Improvement Needs</p>
<ol style="list-style-type: none"> 1. Through collegiate discussion, dialogue and peer working at school and cluster level, staff have developed their practice, particularly in Numeracy and Literacy and this has led to improvements in the quality of instruction to raise attainment over time. 2. We have undertaken a range of initiatives to promote a leadership culture at all levels including pupils, staff and families 3. Earlier and focussed interventions have been successful in beginning to close the attainment gap 	<ol style="list-style-type: none"> 1. Improve the health and well-being of our whole school community Whole staff, pupil and parental engagement in <i>Growing Confidence</i> and <i>Building Resilience</i> programmes and Restorative approaches. Pilot a whole school community mindfulness programme 'Do Be Mindful' Development of a 'nurturing schools' approach' 2. Raise attainment for all by improving progression pathways and quality of the curriculum across Nursery - S3 3. Earlier and focussed interventions to address needs of individual pupils who are not meeting expected standards 4. Raising attainment by improving the quality of learning provision in Literacy with a clear focus on Emerging Literacy at Early Level

Intended outcome: Improve the health and well-being of our whole school community

	What we are going to do:	How will we measure our Success?
1	<ul style="list-style-type: none"> • All staff undertake training in Confident Staff, Confident Children programme • All support and teaching staff improve their skills and knowledge through use of the building resilience materials • All staff participate in staff health and well-being activities with a specific focus on 'Do Be Mindful' mindfulness techniques and then teach the techniques in class • Through self-evaluation teaching staff will identify key areas of strength and key areas for development and develop a range of strategies for encouraging pupils to understand and overcome challenges to their learning • Through cluster work staff will build a bank of resources and lesson plans that will increase and support equity for all pupils. including restorative approaches • Lead a series of assemblies (Primary) along the theme of building resilience to aid pupil understanding that life has challenges but we can work through them • Through parent workshops raise the levels of understanding about what contributes to children and adults having healthy minds • Create an opportunity to grow leaders across the cluster through the delivery of workshops and assemblies • Positive playground strategies implemented through a new 'Thumbs Up' system 	<ul style="list-style-type: none"> • Pre and Post Questionnaires to demonstrate both staff and parents have a better understanding of the factors that affect their own and children's mental well-being • Focus groups/questionnaires to show that children are developing greater resilience. • Pre/post questionnaires to demonstrate there is increased awareness of how individual behaviour as a parent, pupil or teacher can affect a child's confidence and sense of well-being • Staff delivering workshops report increased confidence and improved leadership skills in PRDs • Quality Assurance activities will provide evidence of improved handling by staff of difficult situations involving challenging behaviour • Pupil questionnaires and feedback from class teachers to show improved mental health and well-being • Staff report pupils are more engaged, on task and concentration is improved • Less playground incidents recorded on 'Thumbs Up system'

Intended outcome: Raise attainment for all by improving progression pathways and quality of the curriculum across Nursery to S3

What we are going to do:	How will we measure our Success?
<p>2</p> <ul style="list-style-type: none">• Ensure all teaching staff will work collaboratively in cross sector curriculum groups• Identify key areas of strength and key areas for development in each area of the curriculum.• Each group will agree key areas for learning in the curriculum based on benchmarks and create BGE Progressions• Create a middle leadership group to manage the work alongside Head Teachers• Improve leadership at all levels, including teacher and middle leadership	<ul style="list-style-type: none">• All teaching staff will be more familiar with the benchmark standards at each level through collaboration and moderation.• All primary and secondary staff will be able to identify peers in other schools and sectors and begin to network and share good practice• Deputy Heads and Principal Teachers will have formed a Middle Leadership Group across schools and will be able to lead and identify next steps through self-evaluation• Head Teacher activities will provide evidence of increased collaborative activity across the both secondary and cluster primaries and higher expectations of learners• Progressions will be completed in each curricular area

Intended outcome: Earlier and focussed interventions to address needs of individual pupils who are not meeting expected standards

	What we are going to do:	How will we measure our Success?
3	<ul style="list-style-type: none"> • Principal Teachers and Deputy Head Teachers to teach target groups and individuals in Literacy and Numeracy • School Support Worker to promote family engagement of identified pupils e.g. work alongside Principal Teachers, Support for Learning staff and Class Teachers to provide home learning packs/workshops and undertake home visits • Monitor lateness and promote school attendance • School Support Workers will work with small groups of identified pupils e.g. nurture groups, literacy and numeracy interventions • Support for Learning staff and Principal Teachers to undertake Read, Write, Ink Training to enhance provision and targeted interventions • Identify groups of pupils who require extra emotional and social skills training and provide support through our 'Relax Kids' and 'Do Be Mindful' Programmes • Develop nurture approaches across the school with specific areas resourced appropriately e.g. Breakfast Club area before school • Provide extra -curricular programmes e.g. Active School Clubs for identified pupils before and after school • Continue to think creatively about different ways to engage with families about their child's learning 	<ul style="list-style-type: none"> • Data to reflect % improvements in attainment of targeted groups of children e.g. Numeracy data and Reading and Single word spelling test spelling assessments • Staff will have improved skills in using interventions and approaches. • Increased parental engagement and involvement in children's learning of identified pupils • Continue to develop and improve our system for monitoring and tracking attainment e.g. increased ability in using improvement methodology science to plan and measure success • Attendance improved by 5 % across the school • Attendance monitoring at breakfast club and homework clubs will show increased participation. • Class teachers tracking on literacy and numeracy data to show improvement. • Early Years staff report they are increasingly supported in identifying learning 'gaps' early and interventions

Intended outcome: Raising attainment by improving the quality of learning provision in Literacy with a clear focus in Emerging Literacy at Early Level

What we are going to do:

How will we measure our Success?

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- Provide resources and training for all Early level staff in Emerging Literacy.
- Ensure Emerging Literacy approaches are used across all different areas of early level provision. E.g. Colourful Semantics
- Share expertise and promote collegiate cluster work at early level.
- Early level staff attend SBC Continuous Professional Development relevant to Emerging Literacy.
- Class teachers at early level will work together with Early Years Teaching Team and Deputy Head Teachers
- Introduce a home visiting programme to promote literacy at home to promote full participation and engagement of families.
- Provide resources and training for all Early level staff.

- Senior Leadership Team Quality activities will demonstrate improved learning provision at Early Level
- All Early level staff will report that their improved understanding have benefited learning provision.
- Over time attainment in literacy will increase by 5% in P1
- Through Pre and post questionnaires parents will report they have a great knowledge of promoting literacy at home.
- Parents will attend workshops provided by Community Learning and Development and school staff.
- Staff will see an increase in parental engagement by monitoring home visits and workshop attendance.

