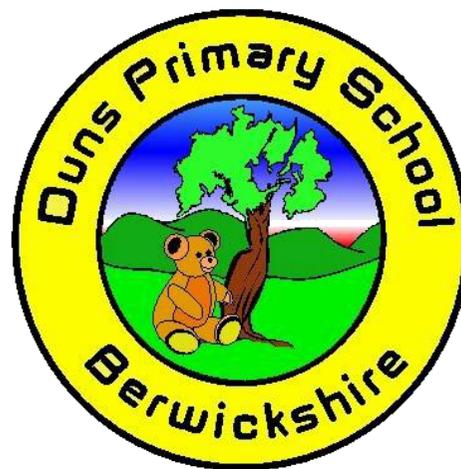


# Duns Primary School

## Improvement Plan

### What we did in 2017-18



Parent/Carer/Community Version

What we needed to do (SIP 2017/2018)	Result we obtained:	How we measured our success:
<p><b>1. Raise attainment for all pupils by improving quality of instruction</b></p>	<p>All staff are now able to identify peers in other schools and in their own school to work with. This has led to opportunities to support and challenge each other.</p>	<p>We have shown improvements in attainment in literacy and numeracy at key stages across the school.</p>
	<p>All teaching staff are able to self- evaluate and plan their own priorities for improvement.</p>	
	<p>All staff are able to participate in peer observation / collaborative activity.</p>	
	<p>DHT and PT formed a Middle Leadership Group across schools and are able to lead in identifying next steps through self-evaluation. HT quality and self-evaluation activities have provided evidence of improved pupil learning experience and improved pupil engagement with learning.</p>	

What we need to do (SIP 2017/2018)	Result we obtained:	How we measured our success:
2. Create a leadership culture for pupils and staff	12 Learning for Sustainability Committees have been formed across the school with a member of staff leading a group of pupils from across P1-P7.	This has further increased attainment as well as improving emotional and social well-being of pupils.
	Each committee created an action plan with a specific outcome/task, e.g. School Newspaper /website to promote recycling initiatives/gardening Committee work alongside community volunteers to develop part of grounds in the new school, etc.	Each Learning for Sustainability Committee group has implemented one area for success. Staff and pupils have evaluated, produced and offered something tangible which makes a difference to our school community.
	Children have taken the lead and been at the heart of leading their own learning and suggested ways to work and involve the wider community and acted on this.	Through the committees, Teachers have reported that children have improved learning in group cooperative skills
	We have created an environment where pupils have a genuine voice, are confident learners and effective contributors, which helps to engage pupils as fully as possible in leading their own learning. e.g. 'Knowledge' 'What' 'Learning' Grid, Learning Walls, Floor Books, Unpacking 'Experiences and Outcomes'.	Teacher plans reflect increased pupil involvement.  Focussed discussions with pupils, such as at Bide and Blether mornings reflect these improvements.

What we need to do (SIP 2017/2018)	Result we obtained:	How we measured our success:
<p><b>3. Earlier and focussed interventions to address needs of individual pupils who are not meeting expected standards</b></p>	<p>All staff led by the SLT now have a clear focus on raising attainment, promoting inclusion and meeting learner Needs.</p> <p>Staff have improved skills in using interventions and approaches.</p> <p>We have improved our monitoring and tracking for attainment in targeted groups of children.</p>	<p>New approaches in Numeracy and Literacy have been implemented by all staff, e.g. synthetics phonics and spelling approaches, Mathletics numeracy programme.</p> <p>This has seen a 3% overall increase in Literacy and Numeracy at key stages across the school.</p>
	<p>We have been able to appoint a Family Learning and Childcare Development Worker (FLCDW)</p>	<p>We have obtained 90 % parental engagement at workshops, meetings and home visits.</p> <p>Attendance has improved by 5% across school.</p> <p>Attendance monitoring at breakfast club and homework clubs have shown increased participation.</p> <p>Class teachers tracking of homework on literacy and numeracy data has shown improvement.</p> <p>ELCC staff report have identified learning 'gaps' earlier and so interventions have been put in place sooner.</p>

What we need to do (SIP 2017/2018)	Result we obtained / How we measured our success:
<p><b>3. Earlier and focussed interventions to address needs of individual pupils who are not meeting expected standards</b></p>	<p>Increased attainment in Writing at P7 by 3%.</p> <p>Increased attainment in Reading, Writing and Numeracy in P3 to by 3%.</p> <p>Maintain attainment level at P2 by 3%.</p> <p>Mathletics data and reading assessments show improvements across the school for the lowest 20%.</p> <p>Increased confidence, with spelling attainment increase at all stages.</p> <p>Increased teacher confidence in the teaching of spelling.</p> <p>A 20% improvement in spelling results across all stages of the school.</p> <p>Pupils transferring spelling skills into other areas of the curriculum.</p> <p>Increased uptake in funding to families from 2016 - 2017.</p> <p>Increased provision and support available for 2017 - 2018 for uniforms, trips, residential, music tuition and after school clubs.</p> <p>Through 'Seasons for Growth', 'Relax Kids' and 'Skills for Life Adventure Group' programmes throughout the year we have seen improved Mental Health and Well-being in pupils. Parents and carers have reported pupils are happier, more relaxed and resilient. There has been a decrease in number of children presenting themselves with mental health issues at Primary level, contributing to lowering local and national average.</p> <p>Staff report pupils are more engaged, on task and concentration is improved with an increased up take of 'golden time'.</p> <p>We have had less classroom / playground incidents recorded on orange slips.</p>

