School Improvement Plan 2019-20

Duns Primary School

INTRODUCTION - School Improvement Planning 2019-20

Your SIP 2019-20 should contain no more than 4 priorities; Early Years priorities for primary schools and Pupil Equity Fund priorities can either stand alone or be an integral part of a whole school priority, as appropriate. The SIP is a working document which requires to be updated/reviewed periodically throughout the session as and when you monitor the progress and impact of change.

Successful delivery of your proposed outcomes requires a clear understanding of:

- the self- evaluation evidence you have which identifies your priorities
- the approaches to change which will ensure progress and impact within your key priorities
- how progress and impact will be measured.

National Improvement Framework

The four key priorities of the NIF are:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children's and young people's health and wellbeing.
- Improvement in employability skills and sustained positive school leaver destinations for all young people. The four key principles of the NIF are:

The following key principles should be considered in your improvement plan:

- ensure that you collaborate with parents and carers, community partners and your local cluster to develop and evaluate the improvement plan
- take an evidence-based approach, including careful analysis of data on children and young people's progress to plan targeted interventions
- focus on a small number of key priorities which can be implemented as part of your collegiate working time agreement and aim to reduce unnecessary bureaucracy
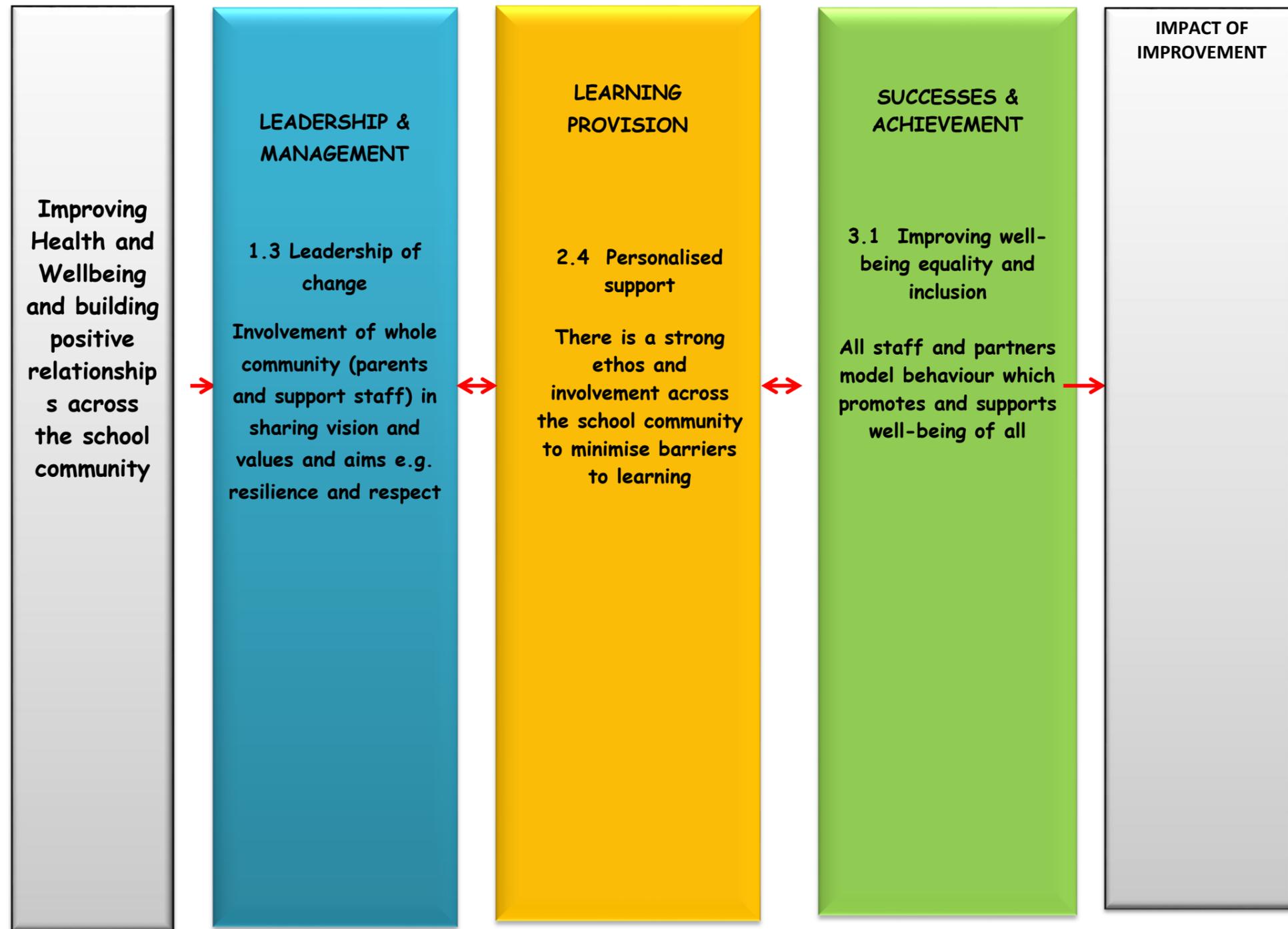- Consider both local and the NIF priorities when developing a plan that works for your children and young people.

'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

2018-19 SIR	2019-20 SIP
Key Strengths (including PEF and ELC)	Key Areas for Improvement (including PEF and ELC)
- Improvement in health and wellbeing of the whole school community - Increased collaborative working across the cluster - Earlier and focused interventions to address individual needs - Improvement in learning provision in Literacy at early level. - Increased knowledge of benchmarks	- Improving Health and Well-being with a focus on developing positive relationships across the school community - Improving Curriculum - Continue to improve Learning and Teaching

Priority 1: Improving Health and Wellbeing and building positive relationships across the school community

Improving Health and Wellbeing and building positive relationships across the school community

LEADERSHIP & MANAGEMENT

1.3 Leadership of change

Involvement of whole community (parents and support staff) in sharing vision and values and aims e.g. resilience and respect

LEARNING PROVISION

2.4 Personalised support

There is a strong ethos and involvement across the school community to minimise barriers to learning

SUCCESSES & ACHIEVEMENT

3.1 Improving well-being equality and inclusion

All staff and partners model behaviour which promotes and supports well-being of all

IMPACT OF IMPROVEMENT

Priority	Q.I.s	N.I.F Drivers	N.I.F Priority	Intended outcome
				Improving the Health and Wellbeing with a focus on developing positive relationships across the school community
1	3.1	Parental engagement School Impr Closing the Gap	Health and well-being	

Process			Progress Tracker	
No. (Add/delete stages as necessary)	**Key people**	**Timescale/ Deadline**	**Measures of Success:** *the impact made to date and how we know.*	**Date reviewed**
1 All staff will participate in the Pivotal Eduction Education package by Paul Dix: • Whole day training to launch package • Staff Working Group(Pivotal Leaders) comprising of SLT, teachers, support staff, pupils and parents/carers to further tailor positive relationship and behaviour package to the needs of our school. • One place on Pivotal Curriculum instructor programme – 25-26 September in Edinburgh. • PivotalWorking Party Leaders to host Family Learning Pivotal sessions.	All staff Pivotal Leaders Working Party R. Maunder and CT All staff Pivotal Working Party	Inservice Day 1 Sept 2019 25-26 Sept Nov 2019	• Pre and post questionnaires with staff demonstrate increased understanding of positive relationships and restorative approaches • Parents report greater understanding and are supportive of our school approach to developing positive relationships and behaviour (Focus group and questionnaires)	
2. Involving parents and carers in vision, values and aims around respect and resilience • Raising Children with Confidence – Parent Workshops • Screening of Resilience film.(ACE aware training) - Extended invite to local community • Whole Community Health and Well-being Event during Health Week	Rachel Foy and Karen L (ParentSpace) Duns Community Health Committee SLT, CST PE and Wk Gp	Ongoing 2019 – 2020 Feb 2020 March 2020	• Parent Evaluations of Raising Children with Confidence training demonstrate understanding of GIRFEC principles and school vision and values • Positive feedback on Grafitti Wall – after Resilience screening • Questionnaires/Feedback show families have wider awareness and knowledge of support available in the community and show	

				increased understanding of school policies in health and well-being.	
	Why we need to do it. • Shared understanding of whole school community around legislative framework in relation to health and well-being • Shared understanding of equalities and inclusion and how it relates to school values • All staff, parents and community partners know and understand the well-being indicators • All staff are sensitive and responsive to differing needs and well-being of individual children.				

Improving Curriculum

LEADERSHIP & MANAGEMENT

1.1 Self-evaluation for self-improvement

HMIE SIF action point

LEARNING PROVISION

2.2 Development of Curriculum

Providing breadth and balance which reflects the local context and children's interests

SUCCESSES & ACHIEVEMENT

3.1 Inclusion and Equality

Children and staff are knowledgeable and aware of our diverse culture and can challenge discrimination

IMPACT OF IMPROVEMENT

Action Planner   2019-20
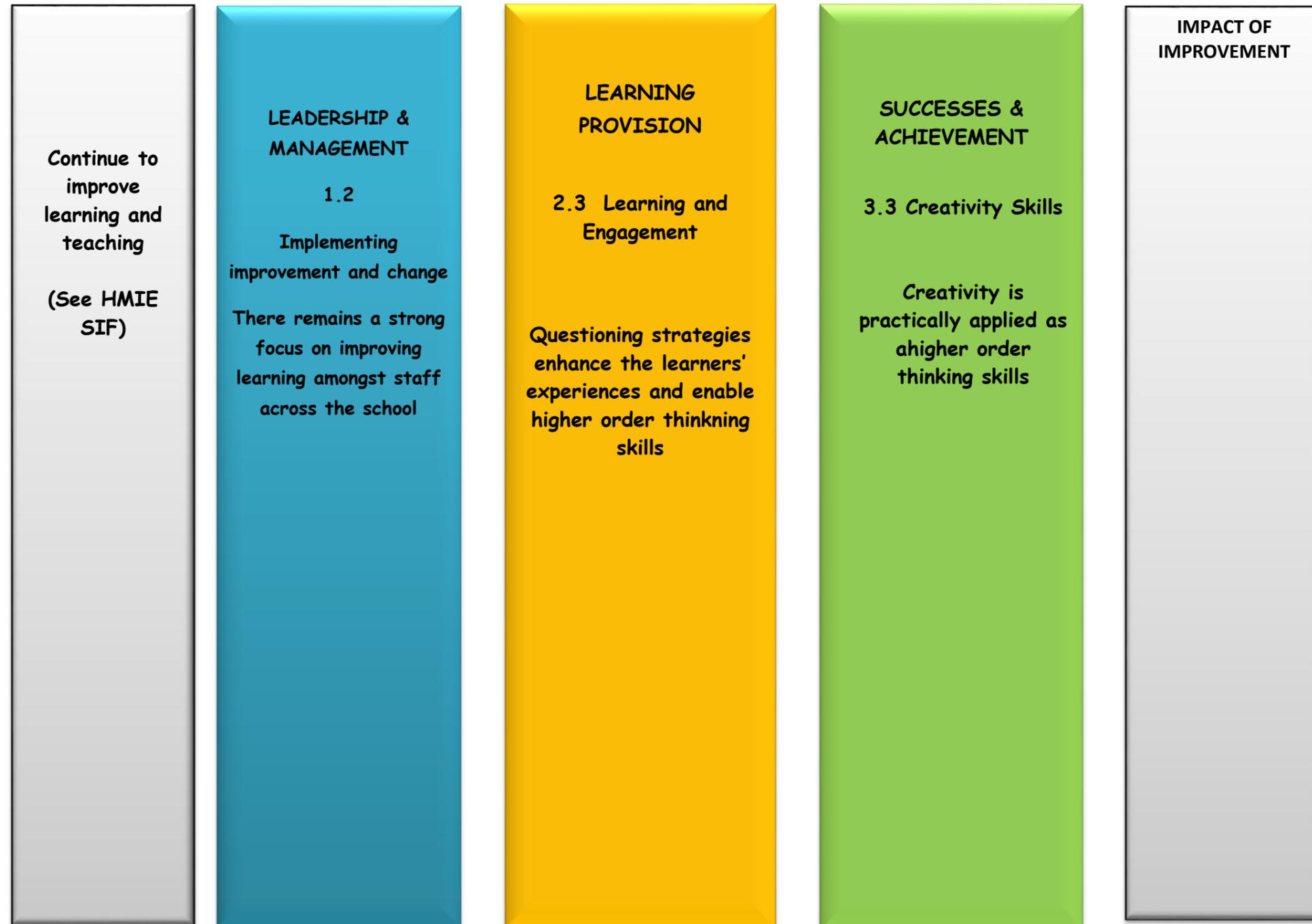
Priority	Q.I.s	N.I.F Drivers	N.I.F Priority	*Intended outcome:* Improving curriculum pathways and IDL to reflect local context, children's interests and development of skills, knowledge and understanding, whilst ensuring breadth and balance
2	2.2	School Improvement School Leadership	Raising attainment	

Process			Progress Tracker	
No. (Add/delete stages as necessary)	**Key people**	**Timescale/ Deadline**	**Measures of Success:** *the impact made to date and how we know.*	**Date reviewed**
1 Consider key E's and O's at each level and make links to local contexts to develop pathways and IDL showing progression from N-P7 • Staff Working group formed with reps from each level • Parent/carer, community and pupil focus groups to research relevant local context links e.g. Duns Jon Scotus, Duns Castle, Heart of Duns, Jim Clark, Intergenerational links • All teachers to create/develop the IDL: Local context plan for their current stage-with links to relevant E's, O's and skills link. • Three x Family Learning activities with the IDL: Local context progressions and a family excursion included (funded by PEF)	SLT and CT's Staff Working Group **As above**	See Group Plan for session 2019-2020 As above	• Teacher questionnaires and post evaluations of plans demonstrate coherence, relevance and progression • Pupil evaluations show that their own interests have been considered in planning • Focus group minutes following meetings demonstrate account of community interests and involvement of community continues • Evaluation post Family Learning events show good levels of participation and engagement particularly with identified families. • Increased teacher confidence using Learning Journeys online	
2. Further development of Skills App used by staff to give more regular information to parents on children's progress and provide further opportunities for pupils to lead their own learning. • 'Learning Journals Online' with accompanying skills progression - Further in house training for all teachers • Full implementation of Learning Journals Online • See also 'Learning Conversations' work in Priority3 Improving Learning and Teaching	Term 1 Ongoing All staff led by PT	2019-2020	• Increased independence in children's use of Learning Journeys • End of year Parent/Carer Questionnaire about Learning App and feedback on pupil progress shows increased awarenss of their child's learning and progress	

3	To ensure there is breadth and balance across the curriculum	SLT and Teacher Leaders	May 2020	• Policies and plans are developed and shared with all staff, parents and children	
	• Implement Languages 1 Plus 2 plan			• Pupil participation/leadership groups are involved in Assemblies and devising questionnaires on equalitiesand running Assemblies with SLT to share and promote work undertaken. (see LfS Groups and Assembly Plan)	
	• Update Sexual Health programme				
	• Devise new strand and plan for equalities and diversity to raise awareness and reduce discrimination				
	• Ensure that all staff follow and use RME Progressions			• SLT check teacher forward plansd for breadth and balance	
	Why we need to do it.				
	See actions on HMIE SIF				

Continue to improve learning and teaching

(See HMIE SIF)

LEADERSHIP & MANAGEMENT

1.2

Implementing improvement and change

There remains a strong focus on improving learning amongst staff across the school

LEARNING PROVISION

2.3 Learning and Engagement

Questioning strategies enhance the learners' experiences and enable higher order thinkning skills

SUCCESSES & ACHIEVEMENT

3.3 Creativity Skills

Creativity is practically applied as ahigher order thinking skills

IMPACT OF IMPROVEMENT

Action Planner 2019-20

Priority	Q.I.s	N.I.F Drivers	N.I.F Priority	Intended outcome: Further improve learning and teaching: increased pupil engagement through leading learning and improving quality of feedback
3	2.3	Teachers professional Assessment of chidren's progress	Improving attainment	

Process			Progress Tracker	
No. (Add/delete stages as necessary)	**Key people**	**Timescale/ Deadline**	**Measures of Success:** *the impact made to date and how we know.*	**Date reviewed**
1. Continue to create opportunities for teachers to collaborate to share their learning through dialogue, reflection and planning. • 5 teachers will participate in Osiris Teaching Intervention (OTI) covering 3 modules on Engagement, Feedback and Questioning and Challenge. • Planned opportunities for participating CT's to share with other staff following each Module. 2. Further develop and fully embed Cooperative Learning and MTV across the school • PT Team teach alongside staff • Planned opportunities to discuss in Cooperative Learning teams 3. Provide a clear skills focus for learners to engage in 'learning conversations' to enable children to lead more in their leading their own learning • Termly Learning Conversations with CT's using MTV Routines (small groups) • 'Duns Learning Festival' showcasing high quality teaching and learning experiences, awardwinning digital literacy developments and TBC	Tory, Shannon, Stephanie and TBC x 2 Peer pairs from 2018-2019 PT Melanie Knox See Improving Curriulum All teachers and children led by SLT Ross Maunder,	Aug 2019 to Jan 2019	• Pre and post questionnaires from participating CT's will demonstrate increased understanding and skills in 3 main focus areas: Engagement, Feedback and Questionning and Challenge. • Participating CT's can see that evidence from personal videos and discussions with tutors show improvements at the end of each module. • Participating CT's will choose to build personal learning portfolios to obtain GTCS recognition • CT's are happy to share their learnng with their peers, in an informal way, as they proceed through the modules. • Evidence of shared classroom experience evaluations • Minute of Learning Conversations show that pupils are leading their own learning • Each class undertakes conversations and evidence of pupls involvement from MTV routines • Participant and attendee evaluations	

	Why we need to do it. See actions on HMIE SI				

Action Planner   2019 - 2020

Priority 4	Q.I.s	N.I.F Drivers	N.I.F Priority	*Intended outcome*: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority? Evaluative statement
	1.3 – Leadership of change 2.3 – Learning, teaching and assessment 2.5 – Family learning 2.7 – Partnerships 3.2 – Raising attainment and achievement	Teacher professionalism, Parental Engagement, Assessment of Children's progress	Improvement in attainment, particularly in literacy and numeracy.	Increased teacher confidence in the assessment of early literacy skills. Teachers increasingly able to identify gaps and strengths contributing to progress in Literacy Our children will experience a developmentally appropriate literacy curriculum Increased numbers of children acquiring the necessary knowledge and skills to achieve Early level in Listening and Talking, Reading and Writing by the end of Primary 1.

Process				Progress Tracker	
No. (Add/delete stages as necessary)		Key people	Timescale/ Deadline	**Measures of Success:** *the impact made to date and how we know.*	Date reviewed
	What we are going to do. Multi Agency team will Support continued collaboration and Professional Learning Opportunities for Workstream 1 schools through centrally planned Networks and communication via established Glow Teams Page.	Diane - EYO, Ross - DHT, Susan Fettes and Charlene Allan - P1 teachers		Increased sharing of approaches to planning, teaching and assessing all elements of Early Literacy. All staff involved will have attended Network Events. Network Evaluation Forms collated and key messages sent to WS1 and WS2 schools. Glow Teams page hosts Network content and relevant data More focussed transition plans for Literacy in place between ELC/P1 and P2.	
WS 1 and 2 schools	As a school we will provide Family Learning opportunities for Primary 1 families to understand the school's approach to Emerging Literacy. As a school we will provide whole school sharing of information following the Launch Day to ensure clarity over whole school message and to help understand what taking a developmental approach entails.	Susan fettes, Charlene Allan, Rachel Foy and Catherine Hadshar	Publicity for the event Planning with P1 Launch Sept 2019	Monitoring of attendance at any organised school level family learning sessions ELC and P1 Families are aware of the strengths and skills gaps of their children. Families of ELC sand P1 aware of how they can support their child in their development of foundational reading and writing skills.	