**Ancrum Road Primary School**

**School Improvement Plan**

**2018-2019**

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|  |  |  | [Image result for additional support needs](https://www.google.co.uk/imgres?imgurl=http://www.roevalleyintegrated.co.uk/cmsfiles/items/pageimages/308.5_auto/sen_1.gif&imgrefurl=http://www.roevalleyintegrated.co.uk/curriculum-and-assessment/additional-needs/&docid=oU3qQprNpIx0TM&tbnid=Le4edm8pi6vWGM:&vet=10ahUKEwjk5syCwNnWAhWoCMAKHbSnAP8QMwg1KBAwEA..i&w=308&h=140&hl=en&safe=strict&bih=697&biw=1004&q=additional%20support%20needs&ved=0ahUKEwjk5syCwNnWAhWoCMAKHbSnAP8QMwg1KBAwEA&iact=mrc&uact=8) |
| 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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| **Vision -** We want to be a caring and successful learning community where everyone is equal and valued.  **Values -**Fairness, inclusion and equality, Honesty and integrity, Respect for other people and our environment, Taking responsibility for our learning and actions , Kindness and compassion, Perseverance  **Aims -** To build a safe and stimulating environment to develop the whole child and let all realise their potential.  To create a positive environment where making mistakes encourages new learning opportunities.  To celebrate strengths and achievements, to build confidence, enthusiasm and community spirit.  To provide a place where learners are able to learn the skills for life, learning and work.  To work in partnership with parents and our wider community to best meet the needs of all our young people.  To equip our pupils to serve others providing a range of activities that nurture health and well-being, build resilience, tolerance and respect.  To deliver a motivating and rich curriculum that takes account of learners’ needs, interests and varying abilities. |
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**Long-Term SIP Overview**

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|  | 16 – 17 | 17 – 18 | 18 – 19 | 19 – 20 | 20 – 21 | 21 – 22 |
| **NIF Priority** | **1**  **2**  **3** | **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** | **5**  **6**  **3** | **5**  **4**  **3** | **5**  **6**  **1** | 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'** | **2**  **4**  **5** | **2**  **4**  Choose an item. | **1**  **4**  **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. |
| **HGIOS 4 QI Focus** | **3.2**  **2.3**  **3.1** | **3.2**  **2.3**  **3.1** | **3.2**  **2.3**  **3.1** | 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:** Improvement in attainment, particularly in literacy and numeracy |

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| **Key NIF Priorities:**  **Improvement in Attainment**  **Closing the Attainment Gap**  Choose an item. | **Tayside Five Priorities:**  **Meaningful Engagement, Extended Potential**  **Comparable Outcomes for All Despite Inequality-Disadvantage(Equity)**  **The Best Start in Life** |
| **Key NIF Drivers:**  **Performance Information**  **Assessement of Progress**  **School Leadership** | **Key HGIOS 4 QIs:**  **3.2 Raising Attainment-Achievement**  **2.3 Learning, Teaching, Assessment**  **1.3 Leadership of Change** |

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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 so that 80% of our learners achieve expected levels by June 2019 | CLPL in Conceptual Number and Numicon  CLPL in Catch Up Numeracy  CLPL in structure of Numeracy lessons and fluid groups  Modelling by Numeracy Pioneers  HT/PEF PT to identify using data children who need interventions.   * 1. Catch Up Numeracy support for mainly PEF learners who need support   Small group support using identified targets from SSNA as focus.  Class support for P4, P5, P7, and P1 to support PEF and other learners in fluid groups.  Monitoring of learning and teaching using skills knowledge acquired during CLPLs  Assess and track progressively using identified tools  Customise tracking to avoid duplication and to reduce workload without affecting accurate tracking.  Self-reflection of Numeracy learning and teaching audit.  Staff Swap shop of offers/asks.  Review Language of Numeracy.  Maths week programme. | Improvement in learning and teaching using focussed PSV/PRD/FP Attainment meeting information based on CLPLs undertaken  Staff confidence surveys  PDSAs and Run Chart information  Having a tracking tool which is easier for staff to understand, use and plan better next steps for all learners  Improved attainment in SSNA assessments and CFE levels  Pupil surveys | Knowledge of Conceptual Understanding of Number Associated learning piloted in classrooms. Fluid groups introduced to support children’s development, motivation and enthusiasm in numeracy and maths. Introduction of more accurate tracking and subsequently next step planning. Data being used to identify groups and individuals who needed more support. Additional resources being used to support numeracy and maths in classes (mainly manipulatives including Numicon). Numeracy Pioneers being supported by SLT to attend all meetings and further training in Numicon with a view to them supporting their colleagues throughout 2017-18 and also into this session. Some classroom support visits focussed on Numeracy and Maths and feedback was given to support teacher professional learning and reflection.  Many children around the school being able to describe ‘challenging’ themselves further than they had previously Levels of engagement in classes being perceived as high when numeracy/maths was being taught.  Numeracy and maths being celebrated on Twitter to raise the awareness of families as to how maths was being taught in classes. Attainment within CFE levels rose in P1 and P7, with 81% of learners achieving Early level in P1 and 75% of learners achieving Second level in P7 by the end of June 2018. In P4 61% of learners achieved First level which was a drop of 1%. | Sharon McQuillan HT  Jackie Wilson PEF PT Numeracy/Numeracy Pioneer  Katrina Brewster Digital Technologies PEF PT/ Numeracy Pioneer  Heather Black, Janice Carroll, Heather Morris- Supporting Learning teachers  Angela Foote PEYSA  Numeracy/Maths Working Group  All staff |

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| **Improvement Priority 2:** Improvement in attainment, particularly in literacy and numeracy |

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| **Key NIF Priorities:**  **Improvement in Attainment**  **Closing the Attainment Gap**  Choose an item. | **Tayside Five Priorities:**  **Meaningful Engagement, Extended Potential**  **Comparable Outcomes for All Despite Inequality-Disadvantage(Equity)**  **The Best Start in Life** |
| **Key NIF Drivers:**  **Performance Information**  **Assessement of Progress**  **School Leadership** | **Key HGIOS 4 QIs:**  **3.2 Raising Attainment-Achievement**  **2.3 Learning, Teaching, Assessment**  **1.3 Leadership of Change** |

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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 Literacy so that 80% of our learners achieve expected levels in Reading, Writing, Listening and Talking by June 2019 | CLPL in Big Writing  CLPL in learning and teaching (Cluster event)  Plan progressively for each area of literacy and track in relation to this progression  Working group to refine and check progression in plans to customise for our learners.   * 1. Support for reading at early and first level (RWI)   2. Support for first and second level (Catch up Literacy)   Modelling of learning and teaching in literacy  Sharing best practice in the teaching of spelling.  ABC and beyond Professional Reading/professional discussions  CLPL Learning and teaching (Literacy and Language focus and 1st and 2nd levels) | Improvement in learning and teaching using focussed PSV/PRD/FP Attainment meeting information based on CLPLs undertaken  Staff confidence surveys  PDSAs and Run Chart information  Improved attainment in SSNA assessments and CFE levels  Pupil surveys  Having a tracking tool which is easier for staff to understand, use and plan better next steps for all learners  PDSA in spelling improvement | A number of PDSA small tests of change were undertaken to improve literacy attainment. Some staff attended Read Write Inc training, some were supported in planning, delivery and assessment by a PEF PT so they could support our children universally more effectively. Staff were trained in Catch Up Literacy and used this to support a number of learners. Analysis of this work showed that over a 3-month timescale, the majority of children’s reading ages increased by at least 3 months Groups of children in P6 and P7 were supported using Fresh Start. For most of these children reading ages rose more quickly than they had done previously. Children in P1-4 who were not expected to reach expected levels were supported in groups to develop aspects of their reading. Reading attainment for most of these children increased. A small group of children then had support on a 1-1 basis and for them 66% reached all reading targets set. Attainment within CFE levels in Reading rose in P1 and P7, with 82% of learners achieving Early level in P1 and 82% achieving Second level in P7 by the end of June 2018. In P4 65% of learners achieved First level which was a drop of 5%. In writing in P1, 74% of learners achieved Early level and in P7 86% of learners achieved Second level, these two cohorts showed significant improvement. In P4 59% of learners achieved First level which was a drop of 2% from the previous session. | Clare Angus Acting DHT/Reading Leader  Rachel Whitlee PEF PT/Reading Leader  Claire Stephen Reading Leader  Katrina Brewster PEF PT Digital Technologies  Susan Simms, Angela Foote, Sabba Mubarak PEYSAs  Literacy Working Group  All staff |

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| **Improvement Priority 3:** Improvement in children and young people’s health and wellbeing |

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| **Key NIF Priorities:**  **Improving Health and Wellbeing**  **Closing the Attainment Gap**  Choose an item. | **Tayside Five Priorities:**  **Physically, Mentally, Emotionally Healthy**  **Safety, Protection from Harm for All**  **Comparable Outcomes for All Despite Inequality-Disadvantage(Equity)** |
| **Key NIF Drivers:**  **School Improvement**  **Parental Engagement**  **Performance Information** | **Key HGIOS 4 QIs:**  **3.1 Improving Wellbeing, Equality, Inclusion**  **2.1 Safeguarding-Child Protection**  **2.4 Personalised Support** |

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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?) |
| By June 2019, the health and well-being of our pupils will be assessed for all as being improved and for our PEF children gains in attainment will be made for almost all as result of interventions and universal support which is provided. | Nurture Modules 2 and 3 DEPS led CLPL  Do Be Mindful CLPL plus follow up work in class by pilot teachers in classes  CLPL Growth Mindset  CLPL Restorative Practice refresher/further training in relation to beyond the classroom DEPS led  Growth Mindset assembly inputs  Importance of language/scripts CLPL  Development of overarching whole school HWB planning  Fun Fit Fridays  PASS survey P2-7  Shanarri Wheel assessments (SFDW)  Ancrum Activity Centre Outdoor Learning for focussed groups  Class orchestra/Music tuition in groups  SFDW 1-1 sessions with pupils and group support for parents  Active Play/Play Champs for P4s and 5s  Nutrition and cooking (Intergenerational/family)  Family Screen time/Sleep time information session  CELCIS Named Person pilot  Pastoral Team development  Buddy training for support staff/SFDW  Buddy support for adults/children at TATC meetings  Peer Mediation training for P7 group  Peer mediation support for pupils in playground  Bikeability training P6 focus | Staff surveys  Calmer playground  Better relationships perceived between all stakeholders  PDSAs  Run Charts  Pupil/Parent/Carer surveys  PASS Survey data  SHANARRI wheel assessments  Leuven Scale of Engagement information  Ancrum Activity Centre Pre and Post course information  More play in the playground  Less incidents in the playground  Clearer processes and procedures created in relation to Child Protection | Our new Vision, Values and Aims were used to link with SHANARRI indicators, growth mind-set ideas and restorative practice to improve the well-being of our community. Staff undertook training in Nurture, ACES and relationships for learning.  We worked with CELCIS, DCC, NHS and the 3rd sector to improve the Named Person service. 4 members of staff were trained in the CP Buddy programme. Peer mediators were trained and supported children during break times.  Outdoor Learning sessions led by Ancrum Outdoor team supported wellbeing and engagement of targeted learners. For some engagement rose. (Leuven Scale) A personal trainer targeted some learners to improve fitness, focus, self-regulation and confidence. Measures showed for the majority of children some improvements were made. Our School and Family Development Worker worked with a number of children individually to support their own specific needs. All of the children developed good relationships with Lynsey and for many the problems associated with the barriers they faced reduced in frequency and severity. At the end of session, most staff and some parents took part in Mindfulness training. We held introductory events for all, led by a DoBeMindful coach. | HT and partners CELCIS, NHS, DCC, Children First  John Hendry Acting PT  Jackie Aitken PEF PT HWB  Katrina Brewster PEF PT Digital Technologies  Lynsey Drummond SFDW  Beni Shek CT(Peer Mediator Leader)  Peer Mediators  Angela Foote/Sabba Mubarak PEYSAs (Play Leaders)  Val Parnell -LCA Susan Simms, Angela Foote PEYSAs (CP Buddies)  Play Champs  0.5 SFDW (to be appointed)  HWB Assistant (to be appointed)  HWB Working Group  All staff  Ancrum Activity Centre Outdoor team  Guitar Coach  Music instructors  Caroline Corcorran DEPS |

**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