**Ancrum Road Primary School**

**School Improvement Report**

**Session 2018- 19**





Ancrum Road Primary School

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This document shares and celebrates the improvements in our School and embraces all ages and stages. It is based upon our School Improvement Plan for session 2018 2019

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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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| **Context of the School:**  **Ancrum Road Primary School was built in 1876 in Lochee, Dundee. We have approximately 370 pupils who work in 15 classes across the school. Over 60% of our children live in deciles 1-3 SIMD. Our vision is to be a caring and successful learning community where everyone is equal and valued. We work with our parents, carers, partners, local schools and national groups to get it right for our children. We are totally committed to working collaboratively, to raise attainment for everyone, by using Science of Improvement methods to measure the impact of our plans and interventions. We are committed to raising attainment and closing the poverty related attainment gap.** |

**Attainment Data 2017 -18**

(Percentages)

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|  | **Reading** | **Writing** | **Talking and Listening** | **Numeracy** |
| **Primary 1**  (CFE Early Level) | **82%** | **72%** | **98%** | **81%** |
| **Primary 4**  (CFE 1st Level) | **65%** | **73%** | **94%** | **57%** |
| **Primary 7**  (CFE 2nd Level) | **79%** | **81%** | **86%** | **72%** |

**Review of Improvement Progress for Session 2018-2019**

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| **School Improvement Priority 1: To improve attainment in Numeracy so that 80% of our learners achieve expected levels.** |
| **Progress and Impact:**  Throughout 2018/19, staff who had not completed Professional Learning in Conceptual Understanding in Number did so and began implementing this into their daily practice, whilst others who attended training last session worked on embedding their practice. Some training in using Numicon was delivered to staff and in all classrooms; this tool was used to develop numeracy skills. Teaching and support staff undertook training in Catch Up Numeracy and a number of children in P4, P5 and P7 have been using this resource to further enhance their numeracy on a 1-1 basis. Impact of this has been seen in their attainment this session. Most staff are now using fluid groupings in Numeracy and Maths daily in order to allow children to choose their own challenge and have no ceiling on their learning. This has increased motivation and engagement across the school, which was captured in a small test of change we completed as part of the Tayside Collaborative Numeracy group. Some children have received support in their classes from supporting learning teachers to allow them to keep on track with their numeracy attainment. We also shared practice with schools from Angus and Perth and Kinross and they with us, to support best learning and teaching in numeracy and maths across Tayside.  Monitoring of numeracy learning and teaching during Professional Support visits, walkabouts and professional dialogue related to professional learning undertaken by staff has ensured that training is followed up by effective classroom practice. Assessment and tracking of numeracy and maths has been robust and Fife trackers have been used to record children’s progress. At whole school level, numeracy has been tracked to ensure that we have a clear picture of which children need support and that this is then given in order to have as many children as possible be on track with national expectations.  Staff Swap shop of offers/asks for professional learning, modelling, drop ins have taken place to share expertise. We also supported our cluster schools by offering drop ins with teachers who are now secure in their numeracy delivery and who have good practice.  Sum Dog has again been used a universal support in numeracy learning and teaching and has also this session been used to target support for groups of our learners. Other digital technologies (PCs, laptops and tablets) which our learners have said in surveys they would like to use more, have been used in all classes to support numeracy and maths this session.  Tests of change have been done and results of these will be used to support next steps in learning for all.  Numeracy levels dropped in P1 from 81%->78%, but improved in P4 from 57%->68% and in P7 from 72%->75%. |
| Next Steps:  In session 2019-2020 we plan to continue our rigorous improvement journey in numeracy. Our Acting PT Mrs Wilson will lead this journey for all staff, learners and parents. Training already undertaken by Mrs Wilson will form part of our Professional Learning next session – there will be further training in using Numicon and other manipulatives as well as more training and modelling of Fluid Groupings supporting differentiation. Mrs Wilson will also lead training in Outdoor Maths across Second level to begin with. We will continue to use Catch Up Numeracy to support learners who need targeted interventions. We will begin to create and plan for holistic assessments in numeracy at both school and cluster level to better assess our children’s real ability and attainment in numeracy. We will seek out training externally for this development. We will also plan more holistic learning opportunities in order to stretch our learners and this will be monitored and evaluated by sampling children from across the school by the Senior Leadership Team. |

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| **School Improvement Priority 2: To raise attainment in literacy, particularly in reading and writing so that 80% of our learners achieve expected levels.** |
| **Progress and Impact:**  A number of Professional Learning activities were undertaken by staff to increase their knowledge of teaching literacy and to increase our capacity to raise attainment in this area. All staff took part in Big Writing training, which had been shown in our Improvement Partnership schools to be having an impact. Staff then implemented the strategies in their classrooms. A day was chosen for a whole school focus on writing each week. All children took part in writing activities on this day.  We worked with our colleagues across the cluster on developing further skills in learning and teaching to support literacy.  We used progression pathways to plan better learning in reading, writing and listening and talking. Class teachers used matching trackers to record children’s progress individually. These trackers then informed new whole school tracking for literacy. This whole school tracking was used to identify individuals who needed support and to plan best and challenging next steps for those who were on track. Teachers used specific planners for supporting learning and high achievers.  A Literacy Working group was set up and led by Miss Angus (Acting DHT) and our PEF Literacy PT Mrs Whitlee. The first task of this group was to look at the progression pathways to ensure that they matched our expectations for our learners. Not long after the working group was set up, Dundee City Council produced a draft literacy progression pathways document. The group then looked at this to decide whether or not it would better suit our needs than the one we were already using. They decided that it would and so we will use the soon to be published DCC pathways in session 2019-2020.   * 1. Support for reading at early and first level (RWI) was provided by one of our PEYSAs to support learners keep on track with their peers.   2. Support for first and second level (Catch up Literacy) was provided by PEYSAs to support learners in P4 and P7.   Staff shared ideas on best practice in the teaching of spelling and a few piloted each other’s ideas with our learners.  Reading levels improved in P1 from 82% -> 88%, in P4 from 65%->80% and in P7 from 79%->85%  Writing levels improved in P1 from 72%->75%, in P4 from 73%->75% but dropped in P7 from 81%->77%  Listening and Talking dropped in P1 from 98%->90%, in P4 from 94%->84% but improved in P7 from 86% ->87% |
| Next Steps:  In session 2019-2020, we intend to continue on our journey of working hard to improve literacy opportunities for all of our learners and to robustly implement and measure interventions we put in place. We intend to create staff learning opportunities for all teachers and support staff by having our Acting DHT and PEF PT Literacy, lead training advised by Dundee Literacy support team to improve effectiveness of our main literacy tool for P1-4 Read, Write Inc. We also plan to have further staff training in improving writing particularly.  A whole school writing focus day will be continued in order to improve attainment and staff will also be expected to plan writing opportunities across the curriculum, where expectations of standards produced by our learners will be high and feedback will be given on how they can best improve related to success criteria driving the writing pieces.  We will trial in a few classes, focussed 15 minute daily sessions on writing to increase specific skills individually e.g. punctuation. This has been trialled in schools in Fife, where overall attainment in writing has increased.  Targeted interventions for small groups and individuals will also continue, particularly in the areas of reading and writing. Groups of children in P6 and P7 will work on Fresh Start with a supporting learning teacher. Children in P4, P5 and P7 will use Catch Up Literacy to improve their reading skills, with information learned from last session being used to plan this programme more effectively from the start of session 2019-2020.  Individual support in phonics and blending work will be given to as many learners as possible to improve their reading attainment.  A continued focus in P1 particularly to learn more through play based activities, with more formal reading activities only being introduced when staff, supported by our Acting DHT and PEF PT consider the time to be right for individual learners will be implemented. Children identified as having high skills will be introduced to suitable activities when they are ready. |

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| **School Improvement Priority 3: To close the gap/raise attainment for all of our least advantaged children by targeting their health and well-being.** |
| Progress and Impact:  Over the course of session 2018-2019, nurture-training modules 2 and 3 which had been modified to specifically meet the needs of staff in Ancrum were delivered by Caroline Corcorran our Educational Psychologist in order to have staff better support children in their classes. We continued to link our Vision, Values and Aims with SHANARRI indicators, the My World triangle and Growth Mind-set ideas and language as well as Restorative Practice to work with our children both proactively during HWB lessons and assemblies and reactively when they encountered problems or had concerns. We also used these tools as a foundation to build upon when working with families.  We continued to meet regularly with our partners from CELCIS, DCC and the third sector to improve outcomes for our children and their families. We reflected and reviewed our policies and procedures as we worked with the team in order to have better and more streamlined practices. Further buddy training for TATC meetings took place.  A representative from the Hunter Foundation and Children in Need met with the HT to think about how families from Ancrum could perhaps be included in a project which will hopefully start in session 2019-20 related to providing support when challenges arise.  A number of children attended Ancrum Outdoor Centre to take part in outdoor learning sessions designed to build specific skills identified by themselves and their teachers, which would benefit them when working in the classroom e.g. confidence, motivation and teamwork. Children reported that they enjoyed the sessions and that they felt they improved the skills they were working on. Staff noted some improvements in skills on their return and some longevity of this with a few children.  All children across the school took part in the PASS survey at the start of session to identify needs. Results were analysed by our PEF PT Digital Technologies to identify which supports were needed for individuals and groups of learners.  New Peer Mediators were trained and worked alongside the existing mediators to support children in the playground. Play Champs supported their younger peers in the playground to have a better more inclusive experience and more champs were trained.  Children were given the opportunity to have their voices heard and challenges supported by using Pupil Voice Classroom boards. Their peer representatives on all Pupil Groups were able to take everyone’s concerns and ideas to meetings with their adult support member of staff.  Assemblies focussed on many HWB themes – planned themes e.g. Growth Mindset, but also themes which were appearing as needs across the school from time to time e.g. social media use and internet safety.  The importance of language used when supporting children with problems was visited throughout the session with the SLT and support staff.  Fun Fit Fridays continued and there was a focus on SHANARRI with parents during one of these. Sarah Anderson led a session with parents/carers to upskill them on how we use SHANARRI in school and how they can support us with this. Families then worked together to create SHANARRI themed displays for classrooms.  Our School and Family Development worker Lynsey Drummond worked with an increasing number of families and children to support specific needs. A number of children and families benefitted greatly from this support.  We did not have, for any length of time, a Health and Well Being assistant in place and so in term 4 we decided to have one of our teachers Mrs Walker begin to take on the mantle of developing the kitchen. Small groups of learners were identified who could benefit from targeted support. They worked on the Good Food Skills programme and also on teamwork and building confidence, motivation and resilience. P4 and P5 classes worked with Mrs Walker also, with a view to extending this work to all classes across the school when a HWB assistant is appointed in session 2019-20.  Our class orchestra continued for P5 pupils and more than 100% increased uptake of instrumental tuition for our P6s was also supported by our colleagues from Dundee Music Service. The benefits of this initiative were seen by all teachers for their classes. Bikeability training for our P6 pupils took place in term 4.  We introduced yoga sessions and mental health support sessions for small groups and individuals in terms 3 and 4. The yoga sessions were particularly successful with many staff seeing benefits for learners who attended these. Analysis of mental health sessions will be done at the start of session 2019-20 to see whether there was impact shown.  Health and wellbeing of staff was visited during session 2018-19. Sarah Anderson led a session to give an insight into what can be done in this area that might show a positive impact. |
| Next Steps:  In session 2019-2020, we will continue as a school community to build upon being a nurturing school. Support staff will work with DEPS on Nurture training modules during INSET days. Further buddy training, observations of good practice and modelling will be promoted in order that we begin to provide this service for our families during TATC meetings.  We will continue to link our Vision, Values and Aims with SHANARRI indicators, the My World triangle and Growth Mind-set ideas and language as well as Restorative Practice to best support our school community. Further work will be done with our partners from CELCIS, DCC and the third sector to improve outcomes for our children and their families. We will also hopefully, work with the Hunter Foundation and Children in Need.  We will create a plan for being a 365 school, opening up the school for our community based upon the results if a survey carried out during our Sharing Learning session in 2018-19. This will include creating a community room which parents/carers and partners can use to work together to provide joined up support for our children. It will promote more partners coming into the school to support, as opposed to families having to travel to access services.  We will continue to use the PASS survey to identify needs, which may need to be supported. Results will be analysed by our Curriculum Leaders in order to put an effective programme of support in place across the school for classes, groups and individuals.  New Peer Mediators will be trained and best practice of support identified last session will inform this training and programme of support. Play Buddies will put into action the training they undertook last session to support their peers in the playground to have a better more inclusive experience.  Children will continue to all be given the opportunity to have their voices heard and challenges supported by using Pupil Voice Classroom boards in a more organised, proactive manner. Their peer representatives on all Pupil Groups will take everyone’s concerns and ideas to meetings with their adult support member of staff.  Yoga sessions will continue for groups and at times classes of children.  Health and well-being of staff will continue to be a focus in session 2019-20.  Due to analysis of results with work with Ancrum Outdoor Centre not showing as many improvements for our children as we had hoped for, we will not be sending children to Ancum Outdoor Centre this session. We believe the work could be valuable if more sessions per child were given but this would not prove cost effective overall for our school. |

**Improvement Priorities for Session 2018-2019**

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| Improvement in attainment, particularly in **literacy (particularly writing)** and numeracy |
| **2.**  Improvement in attainment, particularly in literacy and **numeracy and maths (including a focus on Information Handling and Shape, Position and Movement)** |
| **3.**  Improvement in children and young people’s health and wellbeing |

Please visit [www.careinspectorate.com](http://www.careinspectorate.com) or <https://education.gov.scot/what-we-do/inspection-and-review/reports> for Care Inspectorate or HMIE Inspection Reports.

<https://parentzone.org.uk/>

**Further Information can be found at:**

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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)  Dundee Education Plan  <https://www.dundeecity.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf> |
| 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' |  |

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