**Ancrum Road Primary School**

**School Improvement Report**

**Session 2017-2018**





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 2017 - 2018

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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 400 pupils who work in 15 classes across the school. 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.** |

**Attainment Data 2016-2017**

(Percentages)

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|  | **Reading** | **Writing** | **Talking and Listening** | **Numeracy** |
| **Primary 1**  (CFE Early Level) | **61%** | **58%** | **86%** | **72%** |
| **Primary 4**  (CFE 1st Level) | **70%** | **61%** | **82%** | **62%** |
| **Primary 7**  (CFE 2nd Level) | **61%** | **48%** | **66%** | **25%** |

**Review of Improvement Progress for Session 2017-2018**

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| **School Improvement Priority 1: To improve attainment in Numeracy so that 70% of our learners achieve expected levels.** |
| **Progress and Impact:**  **All staff who were in school, in session 2017/18 were trained by our Numeracy Pioneers in all aspects of Conceptual Understanding of Number and were challenged to implement their associated learning into teaching and learning in their classrooms. Information was also shared about using fluid groups to support children’s development in numeracy and maths and most teachers attempted to introduce this strategy also. This enabled and empowered our learners to take control of their own learning and to set themselves challenges, supported by their teachers, within individual aspects of numeracy and maths, which were most appropriate for them as individuals. All teachers tracked the progress of our learners using a new more detailed Dundee City tool. This was also used to plan next steps more accurately and to promote progress through a level. Data was used to identify groups and individuals who needed more support. Some of this support was given in the form of an extra teacher or member of support staff supporting targeted individuals during their main class numeracy/maths learning times. A teacher supporting numeracy/maths attainment gave some support to targeted groups, additional to their numeracy/maths learning times. Additional resources to support numeracy and maths were purchased using our Pupil Equity funding. These resources were mainly manipulatives including Numicon. Numeracy Pioneers were 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 next session. Some classroom support visits focussed on Numeracy and Maths and feedback was given to support teacher professional learning and reflection.**  **Teachers gave very positive feedback to our Numeracy Pioneers during and after the Conceptual Number training and many reported to using the training to inform better practice. Most children around the school during SLT walkabouts and support visits were able to describe ‘challenging’ themselves further than they had previously as they were now working in fluid groups and had the opportunity each day to choose the level of difficulty they worked within. Levels of engagement in classes during PSVs and walkabouts were perceived as high when numeracy/maths was being taught. Numeracy and maths was 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 72% of learners achieving Second level in P7 by the end of June 2018. In P4 57% of learners achieved First level which was a drop of 5%.** |
| **Next Steps:**  **A Numeracy Raising Attainment PEF PT has been appointed to lead, with HT, Numeracy/Maths development/improvement within the school. A Numeracy/Maths Working Group will be set up and supported by PEF PT and HT.**  **Staff already trained in Conceptual Number will further develop and improve this practice in their classrooms. Staff returning/coming to Ancrum Road next session will be offered CLPL training from our Numeracy Raising Attainment PEF PT in Conceptual Number. All new staff will meet with HT in order to try to facilitate this and to build into their own CLPL for session 2018-2019.**  **Numeracy PEF PT and our Numeracy Pioneer will lead Numicon training for all staff. An outline Numeracy/Maths lesson will be built by Numeracy/Maths working group and shared with all other staff before its implementation during session 2018-2019.**  **There will be an expectation of all children across the school being given fluid group opportunities by December 2018 at the latest, after training/modelling/observations of such learning by those confident in this area. This will be facilitated and supported by PEF PT.**  **A target of 80% of leaners achieving expected levels in Numeracy will be set for our new P1, P4 and P7 cohorts.**  **Two teachers and one member of support staff will attend Catch Up Numeracy training in August 2018. These staff will support individuals identified by data as needing support to achieve expected levels by June 2019. Learners will receive Catch Up Numeracy support 3 times each week for 15-minute blocks. Run charts will be made of their progress to determine whether or not the intervention is being successful and should be continued. Other learners will be targeted to have support in class during fluid group lessons and also additionally in small groups led by a teacher supporting learning.** |

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| **School Improvement Priority 2: To raise attainment in literacy, particularly in reading and writing so that 70% of our learners achieve expected levels** |
| **Progress and Impact:**  **Over the course of 2017-2018 a number of Plan Do Study Act small tests of change were undertaken by support and teaching staff to improve literacy attainment at Ancrum Road. At the beginning of the session most staff who had not been trained in Read Write Inc attended training and those who did not, were supported in planning, delivery and assessment of this reading programme by one of our Read Write Inc Reading Leaders (PEF PT) in order that they could support our children universally more effectively.**  **Three members of staff: one PEF PT and two Primary Early Years Support Assistants were trained in using a tool, which can aid children to develop their reading skills quickly: Catch Up Literacy. Children in P4 and P7 who were not expected to reach expected levels in reading were chosen to learn using this programme, on a one to one basis with the support of a PEYSA up to 3 times per week. Analysis of this work showed that over a 3-month timescale, the majority of children’s reading ages increased by at least 3 months (this was not what had happened for these children previously and was achieved despite not all sessions for learners being able to take place).**  **Groups of children in P6 and P7 were also supported, whenever possible, using Fresh Start – another tool which research has shown, can promote literacy attainment, these children were supported by a Supporting Learning teacher. For most children who used Fresh Start, their reading ages over the period of time they used this programme rose more quickly than they had done previously.**  **Children in P1-4 who were not expected to reach expected levels were given extra support in groups to develop aspects of their reading, which were identified by assessments. All of these interventions for many of our children succeeded in raising their attainment in reading. A small group of children were then chosen to have support on a one to one basis and for them 66% reached all reading targets set for them at the start of the small test of change.**  **Attainment within CFE levels in Reading rose in P1 and P7, with 82% of learners achieving Early level in P1 and 79% of learners 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, 72% of learners achieved Early level and in P7 81% of learners achieved Second level, these two cohorts showed significant improvement. In P4 73% of learners achieved First level which was also an increase in attainment in writing..** |
| **Next Steps:**  **In session 2018-2019, we intend to continue on our journey of robustly implementing and measuring interventions for our learners. 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. All staff will be trained in the Big Writing programme during November INSET, with strategies and tools from this programme then been introduced in classes from thereon in. A whole school writing focus day will also be continued in order to improve attainment. New Literacy planning tools for Reading and Comprehension, Grammar, Punctuation, and Writing and Handwriting will be implemented over the course of the session to improve progression in all of these areas. New tracking will run alongside this planning.**  **The aim of all of the above will to upskill all staff supporting children’s literacy development and to improve our attainment results overall.**  **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 very start of session 2018-2019.**  **Individual support in phonics and blending work will be given to as many learners as possible to improve their reading attainment.**  **There will be a 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.** |

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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 2017-2018, a number of universal supports were to the fore in our approach to improving ethos and relationships for all across the school. 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, during class time, in assemblies and when there were interventions needed at break times. Staff undertook training in Nurture, ACES and relationships for learning, principles from which were used to underpin support given in classes to our children and support our families when we spoke/met with them. We also volunteered to working in partnership with a team from CELCIS, Dundee City Council and partners from the third sector in order to improve the Named Person service support and subsequently the support our children will receive when they need interventions in order to support their overall health/well-being and attainment. The SLT, PEF PT team, a number of teachers and support staff took part in evaluations as well as training workshops, including 4 members of staff being trained in the CP Buddy programme. Peer mediators were trained and supported children during break times with challenges they faced.**  **A number of targeted interventions were put in place to support learners with their health and well-being in order to raise attainment. These included Outdoor Learning sessions with Ancrum Activity Centre/School staff, where barriers identified for each learner were worked upon during small group sessions and subsequently reported on to look for improvement. The Leuven Scale was also used by class teachers of those supported to measure levels of engagement during class time at intervals to measure improvement. Many children showed increased engagement as the year went on. Reports from Ancrum Outdoor Centre staff were also positive for the majority of children. A personal trainer also targeted small groups of learners to improve their fitness and also to focus on their teamwork, self-regulation and personal confidence skills. Measures also showed for the majority of children that 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 supported, developed good relationships with Lynsey and for many of them the problems associated with the barriers they faced reduced in frequency and severity.**  **At the end of session all pupils, most staff and some parents took part in Mindfulness training. We held introductory events for all, led by a DoBeMindful coach.** |
| **Next Steps:**  **In session 2018-2019, we will continue as a school community, Nurture training modules with DEPS. Some staff who have not already attended the ACES film will be given the opportunity to do so at Cluster level using their own CPD time. 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. Further work will be done with our partners from CELCIS, DCC and the third sector to improve outcomes for our children and their families. This will also include work done with the Hunter Foundation and Children in Need who are leading the Lochee GIRFEC/F Improvement programme, which we are a member of.**  **We will continue to work with Ancrum Outdoor Centre to provide outdoor learning opportunities for individuals who are not attaining expected levels in their learning. These individuals will again be supported in groups to work on individual targets identified at the outcome of a block of support and will be measured more robustly by both staff from Ancrum Outdoor and Ancrum Primary, improving on practice worked on last session. Class teachers will also be as asked to participate in data collection and analysis.**  **All children across the school will use the PASS survey at the start of session to identify needs, which may need to be supported. Results will be analysed by our PEF PT HWB and our Acting PT in order to put an effective programme of support in place across the school.**  **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 all be given the opportunity to have their voices heard and challenges supported by using our new Pupil Voice Classroom boards. Their peer representatives on all Pupil Groups will take everyone’s concerns and ideas to meetings with their adult support member of staff.** |

**Improvement Priorities for Session 2018-2019**

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| Improvement in attainment, particularly in literacy and numeracy |
| **2.**  Improvement in attainment, particularly in literacy and numeracy |
| **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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