**Ancrum Road Primary School**

**School Improvement Report**

**Session 2019/20**





Ancrum Road Primary School

45 Ancrum Road,

Dundee. DD2 2HX

Tel 435929

Email: Ancrumroad Primary/Educ/dundeecity

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 2019/20

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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 integrityRespect for other people and our environmentTaking responsibility for our learning and actionsKindness and compassionPerseverance**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 can 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 2018-2019**

(Percentages)

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|  | **Reading** | **Writing** | **Talking and Listening** | **Numeracy**  |
| **Primary 1**(CFE Early Level) | **87%** | **74%** | **89%** | **76%** |
| **Primary 4**(CFE 1st Level) | **80%** | **75%** | **84%** | **68%** |
| **Primary 7**(CFE 2nd Level) | **85%** | **77%** | **87%** | **75%** |

**Review of Improvement Progress for Session 2019/20**

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| **School Improvement Priority 1: Leadership and Management** |
| **Progress and Impact:****In session 2019/20 we continued to use our aims to underpin the ethos of our school at every opportunity with all stakeholders. In classrooms, around the school, at assemblies and during discussions we continued to relate these with SHANARRI and Children’s Rights.****Restorative Practice Training was undertaken by a small number of support staff who were not at Ancrum when this training had previously been done. They worked with our Educational Psychologist, Denise Martin to build their knowledge and discuss impacts of responding to behaviours displayed and the importance of doing this in a restorative manner. This training then was then used in the playground and during activities led by support staff to underpin their practice.****Self-evaluation was undertaken regularly through planned collegiate activities detailed in yearly collegiate calendar. Looking at how we could improve, and support practice was discussed at planning meetings, attainment meetings and during planned CLPL sessions. Evaluative language was used when feeding back to staff and pupils, e.g. after Walkabouts, PSVs and when describing results of surveys carried out.****After specific CLPL, expectations for improvements in learning and teaching were evaluated during classroom observations/ peer visits and walkabouts and feedback was given about this. A high standard in the teaching of numeracy and maths was observed across the school and there was a clear consistency in the delivery, after extensive training over this and previous sessions.****Sharing Practice sessions within school took place, with teachers, Curricular Leaders and SLT sharing practice which they specifically had undertaken with a view to disseminating. A session was held with a member of staff from our Improvement Partnership school on Target Setting. This was extremely useful.****Detailed tracking of Literacy, Numeracy and Maths was kept up to date and time was spent during lockdown, making sure all trackers reflected children’s’ progress in order that a clear picture of where they had been before lockdown was known and recorded.****CLPL in using and understanding BGE Tracking/Reporting tool for all teaching staff and SLT was undertaken throughout the session to support this development. This new tool was used in session 2019-20 to track Literacy, Numeracy and Maths. It was used to create reports for children with sections in Literacy, Numeracy, Maths, Health and Well-being as well as having a general comment. These sections were agreed upon by the Ancrum Parent Partnership.****Regular focussed discussions were had during planning and attainment meetings using data and tracking which supported universal learning as well as targeted interventions. Targeted interventions were mainly supported by terms 2 and 3 by classroom teachers, but some work in writing was completed during focussed RCT and Supporting Learning time.****Parental communication using Pastoral Notes, MOSAIC and Parent Meeting forms were kept updated.** |
| Next Steps:**Introduce ‘Wee HGIOS’ to all learners during assemblies. Use ‘Wee HGIOS’ with Pupil Council and other Pupil Focus Groups to add their voice to self-evaluation in a more structured way. Add the opportunity in all classes for pupils to give feedback on learning and teaching to, already in place, Pupil Voice classroom boards. Pupil Council reps to feedback to DHT at meetings, class perceptions of this.****Continue to promote motivation, positive and growth mind-sets with our learners.****SLT to sample children’s work to support discussions around progress and decisions being made by teachers when entering data in BGE tool and when making CFE judgements of achievement of levels.****Implement target setting in literacy, numeracy and HWB this session for all at the start of session 2020/21, work was done to prepare for this with staff who attended CLPL in session 19/20. This was also an area for reflection and preparation during lockdown.****Arrange reciprocal visit to our partnership school – Downfield in relation to target setting after this has been somewhat established at Ancrum to moderate and learn from each other’s practice.** |

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| **School Improvement Priority 2: Learning Provision** |
| **Progress and Impact:****A whole school focus time on writing across the school was continued as well as weekly short handwriting practice sessions for all. There was also an RCT focus on developing writing using a case study from Fife (CYPIC case study) to home in on specific skills until they become embedded and second nature in short, mixed genre pieces. Groups of children worked on this with a supporting learning teacher when time was available. One of our Curricular Leaders took part in CLPL in Fife to develop writing further in this way. A small test of change was done with children in her P4/3 class. The initial evaluation of this was very positive.****Reflective learning for all staff was supported and developed, particularly during lockdown, when it became a requirement for all staff to join both the school and our Professional Learning Twitter account in order to view accounts of educationalists who may support personal and whole school development. Staff were encouraged and supported with this by SLT with tweets being retweeted and commented upon to highlight they may be useful.****Attendance procedures were followed robustly with the support of HR to support staff in understanding and managing their own absences. A presentation and question and answer session was led by two members of staff from HR.****DCC Literacy and HWB progression pathways were used to plan learning in session 2019/20 as well as Fife pyramids to support best progression and tracking in numeracy and maths.****Other progression pathways were made available for staff as tools to support planning in IDL and discrete learning.****Discussion took place in school re moderation of levels during planning/attainment meetings and during CLPL****There was also a Cluster focus on moderation in levels. The focus was writing. Two sessions took place.****Two staff from 1st and 2nd levels also attended TRIC moderation events to talk about what we had been doing and also to learn from practitioners across Dundee, Perth and Angus about how they had been developing and supporting the whole moderation process.****A group of PTs/Curriculum Leaders from cluster evaluated the Transition QI in nursery, primary and secondary.** |
| Next Steps:**Use Learning and Teaching statements in Curriculum Rationale to create Ancrum Learning and Teaching Policy with Standards for Learning. Work with at least partnership school to ensure moderation and links with DCC policy.****Begin again to use Peer Learning Rounds in school and add opportunities in partnership for reciprocal rounds.****CLPL will be planned for minimising further dead time with a focus on 9 o’clock challenges particularly.****Continue to focus in partnership and cluster on moderation of levels attained as well as particular focus on moderation of writing using Big Writing assessments. Plan to visit partnership schools to moderate P2 and P1 learning in relation to attainment and have follow up CLPL to discuss and evaluate.****Continue to take part in TRIC moderation events and plan in school CLPL in relation to this in order that learning be disseminated to all staff.****Plan to build Cluster Transition policies from both nursery to primary and primary to secondary using Transition QI from last session to inform.** |

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| **School Improvement Priority 3: Successes and Achievements** |
| Progress and Impact:**Dundee Numeracy Staff Tutors delivered one of two planned, high quality CLPL sessions in holistic activity and assessment creation. Staff were then beginning to create and use these in their practice. A second session had also been planned but due to lockdown this did not take place.****Previous work carried out in cluster to create holistic assessments was revisited and other resources e.g. Heineman Active was discussed with a view to holistic assessments and activities being used with children to support their progress and attainment.****GIRFEC continued to be a focus for all. Improvements were made in recording in MOSAIC and PASTORAL NOTES.** **There continued to be no exclusions. This was achieved by supporting children particularly in a restorative manner and have their parents be part of the understanding of this.** **Work was done with HWB Education Support Officer in relation to bullying and relationships policies. There was no formal training in Rights Respecting Schools offered.****There was a continued focus on raising attainment through universal and targeted interventions for targeted groups through PEF and other supports including those supported by partners. This was all supported by SLT, Curricular Leaders, class teachers and support staff. Targeted interventions were not always able to be supported because of staff absences.****A review of Wider Achievement with all stakeholders to build basis for children being able to identify skills gained through wider achievement activities in relation to the world of work was undertaken by our Acting DHT in relation to her Into Headship work for session 2019/20. This will be shared with pupils, staff, parents and partners early in session 2020/21 with a view to updating policy for the coming session.****During lockdown robust processes were put in place to support learners in our Hub as well as learners at home. Home Learning Packs were created and issued to almost all pupils with clear guidance as to how Home Learning would progress through lockdown, with information included detailing where Home Learning Grids (our main primary area of focus would be found) – on our front facing website, which is accessible by all. Adjustments and changes were made to this process over the time of lockdown after seeking feedback from parents/carers and thinking about local, and national guidance. Core Learning activities were developed for all as well as much support given to children and families for accessing and using digital platforms, mainly Google Classrooms and Teams in GLOW.**  |
| Next Steps:**Create time in yearly calendar to carry out SLT sampling of learning in order to moderate and validate attainment across the school, as well as to identify gaps and create solutions to support gaps.****Review of Positive Behaviour policy/Anti-bullying policy with all stakeholders will take place to create new Relationships Policy for school.****If Rights Respecting Schools training is offered, then DHT or PT will attend.****Build bank of Holistic activities and assessments for Early, 1st and 2nd levels in Numeracy and Maths and have all children use these activities and assessments to support their progression.****Ensure that Health and Well-being and all things GIRFEC are prioritised when children return to school after lockdown. Follow research undertaken as well as local and national guidance in relation to this.****Follow up of developing digital skills for all will be done as a priority at the start of session 2020/21 to ensure that should Blended or Home Learning be needed all children are best prepared to manage this. Parents will also be offered sessions when it is safe to do so, to build their digital skills to support their children should there be a further need for this. Information will also be sent to all parents/carers explaining again how Home Learning/Blended Learning will mainly operate should there be a need for this again.** |

**Improvement Priorities for Session 2018-2019**

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| 1. **Leadership and Management**
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| 1. **Learning Provision**
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| 1. **Successes and Achievements**
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Please visit: <https://education.gov.scot/what-we-do/inspection-and-review/reports> for HMIE Inspection Reports.

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

**Further Information can be found at:**

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|  |  |  | Image result for additional support needsDundee 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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