**School Improvement Plan 2019-20**

**Craigowl Primary School**

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| 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> |  | Dundee Education Plan  <https://www.dundeecity.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.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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| The aims of the School/Educational Setting 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 / Educational Setting leaver destinations for all young people |
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| **NIF Drivers:**   1. School / Educational Setting Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children’s Progress 5. School / Educational Setting 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.”* |
| **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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| **School Vision, Values, Aims:**  **Our Lives, Our Community, Our Future**  **Our Vision**  Craigowl Primary School will serve, and be a part of, the local and wider community. We will provide a welcoming and nurturing environment in which diversity is valued, and equality and inclusion promoted. Working in partnership, we will provide opportunities which will prepare our children for the future.  **We aim to create**   |  |  |  |  | | --- | --- | --- | --- | | **Successful Learners** who   * value their education * are motivated to achieve success * try their best * set realistic targets for themselves | **Confident Individuals** who   * voice their opinions * show their talents * resist negative peer pressure * voice their opinions * are competitive | **Responsible Citizens** who   * get along with others * are aware of the impact of their behaviour on others * care for, help and support others * take a stand against bullying | **Effective Contributors** who   * share and negotiate * work cooperatively * see others’ point of view * are resilient |   and who will value  **Compassion, Respect, Ambition, Integrity, Generosity, Openness, Wisdom and Loyalty** |
| **Consultation and Collaborative Self-Evaluation Processes**  (the processes used to involve partners with self-evaluation and improvement planning; children, pupils, parents (council/forum), staff; partner agencies; volunteers.)  The majority of this plan has been created by the Dundee City Council’s Chief Education Officer. We have consulted stakeholders through Parent Council, Parent Survey, Partner Survey, Staff Development Groups and Pupil Council around some of the detail. | |

**Tools for Measurement of Progress:**

Self-Evaluation - assessment of current position (inwards, outwards, forwards - HGIOS 4, HGIOEL&C)

Evidence from:

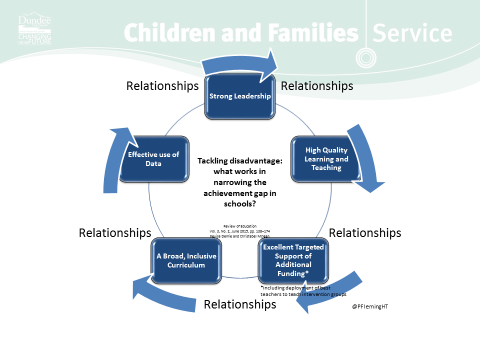
* Teacher Professional Judgement
* Standardised Assessment Data/Pitfalls/SQA data/trends (Insight)/ BGE Toolkit / Benchmarking/Moderation
* Exclusions and Attendance Data
* Changing Trends and Profiles in any of the above data
* Feedback from parents, children and young people and staff (evidenced through HMI questionnaires or Athena)
* Pupil learning plans, achievement and learning conversations
* Collaborative Action Research
* Interventions for Equity
* Model for Improvement activities
* Profile of outcomes for targeted groups: LAC; Young Carers; SIMD 1 and 2; FSM
* Dundee School Improvement Framework
* Inspection Findings

**2019-20 RAISING ATTAINMENT & IMPROVING OUTCOMES FOR CHILDREN, YOUNG PEOPLE AND FAMILIES IN DUNDEE**

We must continue to raise attainment and close the outcome gaps that exist across our School/Educational Settings ***at pace***, **and with a sense of urgency*.***

This is the core business of all Dundee School/Educational Settings and establishments. There is, therefore, no such thing in Dundee as a ‘non-attainment challenge School/Educational Setting’.

**All School/Educational Setting Improvement Plans will include the Key Aims / Expectations / Actions outlined within the plan on the following pages. Whilst all establishments should feel free to add additional aims and actions specific to their own setting as required, all improvement activity should be designed to improve outcomes for all learners and close identified outcome gaps.**



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| **Dundee City Council**  **Children and Families Service**  **Craigowl Primary School**  **Session 2019/20** | **IMPROVEMENT PRIORITY 1**  **LEADERSHIP and MANAGEMENT**  **Priority Level**  **Embedded in practice, maintenance only**  **Good progress already made, now needs to be embedded in practice**  **Priority for 2019-2020**  **Requires development but not priority for 2019-2020** | | | | | | | |
| **Aims**  (what are we going to achieve?) | **HGIOEL&C**  **HGIOS4**  **QIs** | **Priority Level** | **Expectations** | **Actions**  (what will we do?) | **Measurement**  (how will we know we are making a difference?) | **Progress/Impact**  (what has improved?) | **Progress**  **BRAG**  December, March, & May | **Timescale / Responsibility** |
| **Revise Vision, Values and Aims in line with Dundee’s aspiration/ ambition to raise attainment** | **1.3** |  | * The Vision, Values and Aims of all School/Educational Settings must promote a positive image of the child, ambition, aspiration, expectations, challenge and a focus on children first      * All practice across the school/ setting directly links to Vision, Values & Aims and is regularly re-visited. | * Review Vison in June 2019 - involve all stakeholders – pupils, families, staff, partners, community * Values refreshed at assemblies with pupils * Every meeting/CLPL session to have an explicit link to Vision | All stakeholders can articulate Vision and it is visible in the work of the school.  All stakeholders can articulate Vision and Values and they are visible in the work of the school |  |  | **August 2019**  **Euan Smith**  **Linda Rew/ Asha McLorinan**  **By December**  **Everyone**  **ongoing** |
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| **Implement planned robust self-evaluation procedures in relation to learning and teaching involving all stakeholders** | **1.1**  **(2.3)** |  | * All educators must have a clear understanding of the purpose of self-evaluation for improvement * There is a culture of reflective practice and responsive, continuous improvement, using evaluative language * All educators understand their role in the self- evaluation process and subsequent impact on children’s progress. * Educators have a clear understanding of the link with CLPL and improved outcomes for learners. * An Annual Quality Assurance calendar is in place and is followed rigorously. * There are planned opportunities for sharing practice and for collaboration within and across schools, settings and networks * Detailed tracking and monitoring is in place throughout BGE using agreed authority processes * Planned, regular and rigorous discussions of tracking data and pupil progress take place at SLT / class teacher / educator levels * Self-evaluation and CLPL activities result in agreed actions and interventions which are recorded and followed up as appropriate. | * Refresh at early staff meetings using HGIOS4 PowerPoint * Work with staff team on QI 1.1 * With support from ROC continue to develop collaborative research * Teachers involved with ROC to share practice with colleagues * Undertake Self Evaluation against criteria for Internet Safety Award and work towards targets in action plan created * 3 times annually revisit all actions form self-evaluations and discuss progress and impact on learners * Gather views over time to feed in to QIs * At every CLPL session make explicit the links to improved outcomes * Everyone who attends an external CLPL session must share with to line manager, during PRD/EPDR, how what they have learned has improved outcomes. Knowledge to be shared with colleagues * QA Calendar in place and shared with staff. * Weekly discussion as to tasks and outcomes * Classroom/Playrooms visits and observations focus on the quality of learning and teaching. * Build into Collegiate Calendar times to share practice in school. Share practice across the cluster – 4 times this session * Develop our tracking of Health and Wellbeing from pupil surveys * Track impact of Place2Be * Use Seemis Tracking and Monitoring Module to track progress of all learners * At each planning meeting, there is a focus on pupil progress. This will be followed by a discussion and analysis at SLT meetings. * 3 times annually revisit all actions from self-evaluations and discuss progress and impact on learners * SLT to follow up on PRD/EPDR agreed actions * Everyone who attends an external CLPL session must feedback to line manager how what they have learned has improved outcomes. | All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement. All staff understand the need to be outward and forward-looking in their evaluation and improvement activities.  Staff work effectively as a team in self-evaluation and improvement activities. There is a strong ethos of sharing practice, and of peer support and challenge. Staff make effective use of up-to-date research/data from Scotland and beyond to inform their learning  and developments.  Teachers use a range of different assessments to  measure children’s progress across the curriculum.  They work effectively with colleagues across the  learning community to moderate standards.  CLPL activities for all staff are clearly linked to the results of self-evaluation and identified  areas for improvement.  Through tracking data, survey and observations we can  demonstrate the impact of improvement arising from CLPL arising from SE on learning and teaching and the attainment, achievement and wellbeing of all learners.  Areas of good practice are identified and shared across the school. Areas for improvement are identified and addressed leading to improved outcomes for learners.  Consistency of approach across the school and cluster. Shared understanding of best practice.  Data shows improved wellbeing outcomes. Improved ability to identify target children.  Feedback from Place2Be is analysed and acted upon.  All teachers are confident in the use of the new Seemis tracking module.  Across the year, there is focused attention on  monitoring and evaluating learning and teaching and  children’s achievements, and to taking improvements  forward.  As above  Staff development overview allows for actions to be monitored.  As above. |  |  | **By October 2019**  **Euan Smith**  **Asha McLorinan**  **Niki Mathers**  **Euan Smith**  **Curriculum Leaders**  **SLT**  **Euan Smith**  **Euan Smith**  **SLT**  **Euan Smith**  **Linda Rew**  **Euan Smith**  **Place2Be Manager**  **Euan Smith**  **Linda Rew**  **Allyson James**  **Asha McLorinan**  **Euan Smith**  **Euan Smith** |
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| **Increase/improve opportunities for listening and responding to children’s/learners’ voice/leadership of learning.** |  |  | * The guiding principle of listening and responding to children is embedded and included in the QI Calendar * All schools use ‘wee HGIOS’ to embed learner voice and leadership * Motivation of young people is promoted – assemblies, PSE lessons etc. * Learner Voice – there is regular feedback from learners re quality of Learning & Teaching * Young people lead learning * Young people are involved in school self-evaluation | * Communication/engagement with parents is tracked and monitored - letters etc. * Pupil Council to meet fortnightly * Look at other avenues for Pupil Voice - * Regular learner surveys, on specific issues eg looking at wellbeing and how safe individuals feel., homework etc * Involving learners in self-evaluation discussion in line with discussions with other stakeholders. * Focus on ‘Be Ambitious’ aspect of Craigowl Code at assemblies and across the curriculum. * Discussions re quality of Learning and Teaching at ‘Golden Owl’ Discussions * Consider creating a Learning Council * Regular learner surveys, particularly looking at wellbeing and how safe individuals feel. * Involving learners in self-evaluation discussion in line with discussions with other stakeholders. | Feedback from parents, via surveys etc, leads to improved outcomes for learners.  Data from learner focus groups, Pupil Councils, Learning Councils, etc leads to improved outcomes for learners  Results of surveys are acted on and result in improved outcomes as evidenced by subsequent surveys  Learner views are included in the ongoing evaluation of QIs  Youngsters across the school will be able to discuss, and demonstrate, what it means to be ambitious.  Feedback from learners is included in evaluation of QI 2.3 which in turn leads into areas for development if appropriate.  As above |  |  | **Euan Smith**  **Linda Rew**  **Euan Smith**  **Linda Rew**  **Euan Smith**  **Asha McLorinan**  **Linda Rew**  **Linda Rew**  **Asja MClorinan**  **Euan Smith** |
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| **Implement robust processes for use of data/analysis to monitor and track individual progress leading to improved outcomes** (Early Years Electronic Screening Tool, Insight; BGE; SEEMiS;) | **2.3**  **(1.1)** |  | * Regular and rigorous analysis of attendance data and support for pupils to maintain good attendance takes place * Children’s learning and progress are regularly analysed and evaluated through the use of a wide range of sources * Appropriate data is used to identify areas for improvement at all levels * Engagement in benchmarking activity within and across schools / settings and authorities is a regular feature * Improved understanding (across the school) of data and associated MIS systems to ensure effective use and clear links to tracking and reporting to parents * Target setting by educators and pupils is embedded across the school/setting | * Weekly discussion of Attendance data and Late-coming data between SFDW & HT. Where required follow up at Pupil Support Meetings’ * Create Craigowl Attendance Guidance * Through QA calendar SLT will monitor quality of learning * At each planning meeting, there is a focus on pupil progress. This will be followed by a discussion and analysis at SLT meetings * Moderation, AOL Meetings, etc across stages, school and SIP * Qualitative (eg from Learning Walks, PSVs) and Quantitative (eg attendance figures, SNSA results) Data used to identify required improvements * SLT Briefing from Information Analysis Officer on effective use of data sources * Use BGE Toolkit to identify comparator schools who are outperforming us – make contact to look at good practice * Moderation activities across SIP and Cluster * Trial Seesaw in one class as a means of profiling learning and communicating with parents * Discussion at planning meetings/staff meetings re data and how to make effective use of Seemis Progress and Achievement Module * Through discussion with learners individual and group ambitious targets are set * Through discussion at planning meetings/ support meetings etc, and based on learner discussions ambitious targets are set for groups and individuals * Feedback CLPL for all teaching staff- link to target setting | Year on year there will be a reduction in the number of children with attendance below 90%  There will be a reduction in the number of children arriving late to school  Areas of good practice are identified and shared with all staff.  Areas for development identified discussed with individuals and progress monitored,  Areas where support may be required are identified.  Teachers recording progress through a CfE level on Progress and Achievement module  Through analysis of data we identify improvements. Subsequent analysis shows improvement of identified areas  SLT aware of information available via BGE Toolkit  Where appropriate, adoption of good practice identified in other establishments  Teachers are confident in their judgements of learner progress  Analysis of feedback from teacher, learners and parents  All staff confident in the use of P&A module  Progress through numeracy and literacy tracked through P&A module  Report format and frequency agreed by teachers and Parent Council    Leaners can confidently discuss their targets/next steps in numeracy and literacy  Increased number of children on track to achieve appropriate CfE Level  All teachers giving effective feedback |  |  | Euan Smith  Paul Wilson  Euan Smith  Allyson James  Linda Rew  Asha McLorinan  SLT  Euan Smith  Niki Mathers  Euan Smith  Linda Rew  Asha McLorinan  Asha McLorinan |
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| **Dundee City Council**  **Children and Families Service**  **Craigowl Primary School**  **Session 2019/20** | **IMPROVEMENT PRIORITY 2**  **LEARNING PROVISION**  **Priority Level**  **Embedded in practice, maintenance only**  **Good progress already made, now needs to be embedded in practice**  **Priority for 2019-2020**  **Requires development but not priority for 2019-2020** | | | | | | | |
| **Aims**  (what are we going to achieve?) | **HGIOEL&C**  **HGIOS4**  **QIs** | **Priority Level** | **Expectations** | **Actions**  (what will we do?) | **Measurement**  (how will we know we are making a difference?) | **Progress/Impact**  (what has improved?) | **Progress**  **BRAG**  December, March, & May | **Timescale / Responsibility** |
| **Ensure provision of high quality learning and teaching and learner engagement for all**  (feedback; differentiation; learners leading learning) | **2.3** |  | * A clear Learning and Teaching policy, followed by all educators, is in place and is in line with DCC Policy * The school/setting has a Standard for Learning, aligned with the Dundee Standard, taking cognisance of BTC, AifL, Birth to 6 (LTiD) and DYW * Co-operative learning strategies are embedded across the school/setting * All educators regularly attend professional learning opportunities which support reflective practice and improve pedagogical understanding, leading to improved outcomes for learners. * Implementation of Leaders of Learning, Action Learning Sets or equivalent, Learning Rounds etc with a focus on pedagogy and robust feedback/reflection * HR support is engaged at an early stage when supporting staff attendance * Underperformance is challenged early, consistently and rigorously, using DNCT / GTCS / SSSC standards and procedures * HR support is engaged at an early stage when challenging underperformance | * Develop the use of holistic tasks as one of our approaches to assessment * Adopt Dundee City Council Learning and Teaching Policy * Ensure our own Policy is in line with DCC Policy * Create a Craigowl Progression for development and recording of numeracy concepts. * Ensure appropriate pace of learning in numeracy * To increase the number of visitors discussing their careers and skills required and link this to the *Be Ambitous* aspect of our Code, and implement the Career Education Standard * Refresh Cooperative Learning Strategies * During Learning walks/PSVs monitor use and impact of Cooperative Learning Strategies * Cooperative Meetings * Work with the Robert Owen Centre to undertake Collaborative Action Research into improving our pedagogy around the teaching of Comprehension * Create in house CLPL Calendar * Further develop use of Peer Visits as a means of sharing good practice and improving practice * Ensure regular Learning Rounds take place and feedback given to staff team * Briefing from HR officer for all staff * As/If required as a result of PSVs & Learning Walks * As/If required as a result of PSVs & Learning Walks | During Learning rounds and PSVs we will see evidence of policy being implemented.  Consistency across school observed during Learning Rounds, Learning Discussions and PSVs  Observed during PSVs, discussed at planning meetings, review at end of session  All classes have at least two visitors over the session.  Pupils able to discuss skills required for the world of work  Findings from practitioner enquiry shared and where appropriate adopted into practice  Impact of CLPL discussed at PRDS and monitored during PSVs  All teachers engage in Peer Visits and can discuss how the good practice observed will impact on their own practice.  Summary of findings from Learning Rounds shared with staff and recommendations monitored |  |  | **Asha McLorinan**  **Linda Rew**  **Sept 2019**  **Asha McLorinan**  **Linda Rew**  **Euan Smith**  **Asha McLorinan**  **Euan Smith**  **Asha McLorinan**  **Euan Smith**  **Euan Smith** |
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| **Provision of an engaging and exciting BGE which provides learner pathways meets the needs of all learners, developing the Skills for Learning, Life and Work and DYW** | **2.2** |  | * A clear curriculum rationale is in place.   (Early Years Settings ensure the principles of Making Young Children’s Learning Visible are reflected in their curriculum rationale.)   * Learning time is maximised - remove ‘dead time’ in the curriculum / day * Differentiation is in place in all classes. * Progressive pathways are in place in the BGE in all curricular areas, using standard Dundee formats | * Add NIF Drivers to Curriculum Rationale, ensure high achievement/ ambition is explicit in Rationale * Staff discussion re dead time at end of learning episodes/end of terms. * Ensure all tasks have a clear purpose, not time fillers * Move RWi time to make more effective use of time * Ensure term doesn’t end before end of term! * Monitor during PSVs/Learning Rounds * CLPL as/if required * Adopt Foundations of Writing as our Early Writing programme. * Adopt the Dundee City’s Progression Frameworks as our planning tool * Make explicit the expectations for the teaching of the very early stages in reading. Increase the number of days per week that Reading is taught in P1   • Continue to develop our post Read Write Inc literacy programme   * Investigate how Voice 21 can supplement our current literacy programme * Adopt Dundee City Council Technologies Progression Pathway thereby ensuring that there is a clear progression in skills as leaners move through the school | All teachers able to discuss Rationale at planning meetings.  Explicit links between Rationale and development activities etc  Through PSVs ensure learners are engaged in quality learning activities  Learning activities across all stages are appropriately challenging  All teachers plan/deliver expected learning for one year and are able to discuss progression through a level  P1 pupils make good progress in reading.  An increase in P4 SNSA reading scores and achievement of a level data.  An increase in P4 and P7 Listening and Talking achievement of a level data.  Planning meeting discussions / notes evidence clear progression. | NIF Drivers have been added and revised Rationale been issued to all staff  P2/3 start time moved slightly to create time for daily handwriting activity  P1 timetabled for reading every day. Started teaching initial sounds in week 2 of session |  | **Euan Smith**  **June 2019**  **SLT**  **SLT**  **Nicky Crowe**  **Linda Rew**  **Asha McLorinan**  **Nicky Crowe**  **Asha McLorinan**  **Asha McLorinan**  **Niki Mathers** |
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| **Planned strategic implementation of moderation arrangements across stages and curriculum throughout the session** |  |  | * Regular professional dialogue develops a shared understanding of ages and stages of development and anticipated progress. * Regular, planned opportunities for moderation are a priority throughout the year (as per DCC Moderation Strategy - planned into collegiate time, Inset days and WTAs) * There is a strong focus on continuity and progression of learning/pedagogy during transitions * An effective Cluster Transition Policy from Early Years - S1 and through all stages, is in place, including the exchange of information and SNSA * In-service days prioritise time for training and upskilling staff, focussing on high quality learning and teaching | * Fit into departmental & planning meetings. CLPL in house programme focus. * Peer Visit programme * Ensure a variety of comprehension strategies are being taught across the school. * Further develop moderation in literacy across both our School Improvement Partnership and Cluster schools * **Ensure this now happens across P7/S1 transition** * Ensure all transitions between establishments are effective and tailored to needs. * Consult with all stakeholders re current in-house transition * Provide further CLPL sessions for staff to ensure consistently high quality of learning and teaching in numeracy * Develop outdoor learning in maths | Consistency of approach across school – CuiN and agreed approach to Literacy Skills evident in PSVs and Learning Rounds.  Less use of textbook comprehension. Strategies from Literacy CLPL evident in classes.  CAR impacting on pedagogy.  An increase in P4 and P7 Reading SNSA data and AoL data.  Increase in staff confidence in professional judgement of AoL and SNSA data.  Feedback from PTs regarding use of our transition information. Feedback from learners about continuity from P7-S1.  As above  All staff implementing policy confidently.  Data gathered and acted upon.  All staff implementing policy confidently.  Increase in number of outdoor learning.  Increase in SNSA and AoL numeracy.  PRDs highlight the impact of this CLPL on staff. |  |  | **Linda Rew**  **Alyson McCrae**  **Asha McLorinan**  **Nicky Crowe**  **Euan Smith**  **Euan Smith**  **Euan Smith**    **Asha McLorinan**  **Karen Ramasay**  **Linda Rew** |
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| **Ensure ICT infrastructure promotes high quality learning and teaching** |  |  | * Enhance the bandwidth of Wi-Fi so that it can cope with the number of devices and laptops which are being serviced through the school’s Wi-Fi * Install Wi-Fi router to the Games Hall so that the internet can be accessed during P.E. lessons * Increase the number of laptops and devices which are available to enhance learning | * Discussion with IT team * Submit Bid and small works order * Purchase new devices * Monitor use of purchased devices and the impact on learning and teaching | **Bandwidth increased.**  **Greater ease of use of devices requiring Wi-Fi** |  |  | **Niki Mathers**  **Euan Smith** |
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| **Dundee City Council**  **Children and Families Service**  **Craigowl Primary School**  **Session 2019/20** | **IMPROVEMENT/PRIORITY 3**  **SUCCESSES and ACHIEVEMENTS**  **Priority Level**  **Embedded in practice, maintenance only**  **Good progress already made, now needs to be embedded in practice**  **Priority for 2019-2020**  **Requires development but not priority for 2019-2020** | | | | | | | | |
| **Aims**  (what are we going to achieve?) | **HGIOEL&C**  **HGIOS4 QIs** | | **Priority Level** | **Expectations** | **Actions**  (what will we do?) | **Measurement**  (how will we know we are making a difference?) | **Progress/Impact**  (what has improved?) | Progress BRAG – December, March, & May | **Timescale / Responsibility** |
| **Fully implement robust assessment and planning processes for wellbeing in line with National Practice Model (GIRFEC)** | **3.1** | |  | * Children, staff and families understand their entitlement to and responsibilities to deliver GIRFEC. * Increased engagement with Health Visitors as the named person in Early Years. * Assessments of wellbeing are analytical and focussed upon improving outcomes for children/families * DCC staged intervention process (Team Around the Child) is used consistently and effectively to support children and families * Agreed Authority-wide planning, recording and referral systems are used consistently | * Develop our work around diversity so that all children, parents and staff who identify as LGBT are treated with respect and feel included in the school community * SHANARRI to be focus of assemblies * Continue to build on positive relationships with Health Visitors * Collect ‘baseline’ assessment data for resilience so impact can be measured across next session. Ensure Bounceback programme is being effectively implemented at all stages * SLT to review TATC processes to ensure in line with DCC Guidelines. * All TATC minutes to be recorded on Mosaic | Reduction in Bullying incidents and use of homophobic language.  All children aware of wellbeing indicators and can talk about them.  Improved Outcomes for Learners  Data from end of session survey show increased wellbeing scores.  Wellbeing wheels show improved outcomes for children  100% of TATC minutes on Mosaic  TATC actions result in improved outcomes for children |  |  | **Linda Rew**  **Asha McLorinan**  **Lorraine Munro**  **Linda Rew**  **Euan Smith** |
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| **Embed/implement Nurture Approaches Framework across the whole School / Educational Setting (with reference to Restorative Approaches)**  **The UNCRC / Children’s Rights / Nurturing Approaches and Restorative approaches underpin all policy and practice** | **3.1** |  | | * All School/Educational settings will be working towards becoming a ‘Nurturing Setting’ * An Alternatives to Exclusion policy is in place and understood by all educators, learners and parents * Regular review of school pupil exclusions with interventions identified for targeted individuals and groups * The curriculum includes explicit activity on the UNCRC e.g. through the Rights Respecting School approach * Focus is shifted from behaviour/discipline to relationships resulting in all schools/settings having a Relationship Policy in place. * Restorative practices are used to resolve conflict, to support self- regulation, to reduce disruption and on return from exclusion | * Continue work with Cluster Colleagues to develop nurturing approaches * Continue to use Restorative Conversations to resolve and prevent disputes | Improved relationships  Less disruption to L&T  Reduced exclusions  Reduced ‘referrals’  Improved attendance  Improved attainment  Fewer playground incidents recorded |  |  | Allyson James  Sandy Henderson  Linda Rew  Linda Rew  Asha Mclorinan |
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| **Have robust processes for use of data/analysis to monitor and track individual progress leading to improved outcomes (including attainment, achievement, attendance, exclusions)** | **1.3**  **(3.2) (2.3)** |  | | * Focused discussions regularly take place on every individual child      * Ensure equity – keep focus on targeted children and on improving outcomes for targeted groups: LAC, ASN, Young Carers, SIMD1&2, CP register (including attendance and exclusions * An agreed core data set is in place, which is used to monitor/track progress | * Set up **‘support team meetings’** to ensure that there is consistency of approach when supporting individuals to develop positive attitude and relationships * Discussions timetabled into Q&A calendar * Use Dundee’s agreed core data sets * Introduce new tracking spread sheet | Staff report greater consistency of approach when dealing with children |  |  | Allyson James  Sandy Henderson  Linda Rew  Asha McLorinan  Linda Rew  Sandy Henderson  Euan Smith |
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| **All schools are rigorous about the implementation of DCC policies re attendance** | **1.3**  **2.3**  **3.2** |  | | * All tracking and monitoring systems feature the key measures of attainment, attendance, care experienced status, young carer status, SIMD, CP register, ASN * Attendance of all pupils is promoted through agreed DCC policy and resulting staged interventions, eg SDS risk matrix is 70% or below, absences total 20 days or more * To take further steps to reduce the number of children arriving to school late. | * Introduce new tracking system * Regular review of learners’ attendance is undertaken, with interventions identified for targeted individuals and groups * Investigate use of text messaging to parents re daily late coming | * Improved outcomes for target groups * Fewer children will drop below 90% attendance * Increased overall attendance * Reduction in late coming across the year | Meeting with Ardler PS HT & SFDW to ensure consistency of approach |  | Euan Smith  Paul Wilson |
|  | |
|  | |
| **Wider Achievement is recognised and rewarded** |  |  | | * Clear and consistent processes are in place for promoting, monitoring and tracking wider achievement for all pupils | * Introduce system to track Wider Achievement |  |  |  | Euan Smith |

**Policy**

**Tracking**

**Engagement with Parents**

**Targets into Practice**

**Surveys**

**Learning Discussion**

**Pupil Council**

**Feed into Self Evaluation**

**Surveys**

**Place2Be**

**Creating evaluations and gathering evidence over time**

**Surveys**

**Meet the Leadership Team**

**‘What Next’ into practice**

**Improved Pedagogy**

**Comprehension**

**Play**

**Listening and Talking**

**Shared Standards**

**Confidence**

**Cluster and SIP**

**Sharing**

**Impact on practice**

**Developing Pedagogy**

**Consistency**

**Shared Standards**

**Progression through a level**

**Pace of Learning**

**DCC Policy**

**School Policy**

**Into Practice**

**Shared Good Practice**

**Leading to Improvement**

**Tracking Tool**

**Professional Dialogue**

**Target Setting**

**BGE Toolkit**

**SIP**

**City Wide Data**

**Continuity of Learning**

**Internal Transitions**

**P7-S1**

**Analysis of Data**

**Achievement of a Level**

**Reporting to Parents**

**Restorative Conversations**

**Consistency of Practice**

**Families Connect**

**Numeracy sessions**

**Parent led**

**Valuing Diversity**

**SHANARRI assemblies**

**Place2Be**

**Place2Be**

**Enhancing Partnership Working**

**Tracking Targeted Groups**

**Interventions**

**Tracking**

**Opportunities**

**Cluster Nurture Group**

**Nurturing School**

**Skills for Work**

**Classroom Visits**

**Visits to Places of Work**