**Dundee Primary School**

**School Improvement Report**

**Session 2018-2019**



Craigowl 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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| **School Aims:**  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, and set realistic targets for themselves.  **Confident Individuals** who voice their opinions, show their talents, resist negative peer pressure, and 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, and take a stand against bullying.  **Effective Contributors** who share and negotiate, work cooperatively, see others’ point of view, and are resilient. |

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| **Context of the School:**  Craigowl Primary School is ten years old and serves the St Marys and Brackens areas in the North West of Dundee. The school has a role of approx. 460 children in Primary Classes and 60 part time places in the Nursery Class. The school has an enhanced level of staffing to meet the additional support needs of children from across the ward and beyond.  The profile of the school is such that around 54% of the learners in primary classes live in SIMD 1 & 2 but also has 34% living in SIMD 7 -10  The nursery has around 51% of learners living in SIMD 1 & 2, and 27% living in SIMD 7 – 10. The nursery is supported through Attainment Challenge funding. |

**Attainment Data**

**Reading**

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|  | **2015-2016** | **2016-2017** | **2017-2018** | **2018-2019** |
| **Primary 1**  (CFE Early Level) | 75% | 76% | 55% | **87.5%** |
| **Primary 4**  (CFE 1st Level) | 59% | 59% | 68% | **70.1%** |
| **Primary 7**  (CFE 2nd Level) | 38% | 71% | 57% | **70.6%** |

**Writing**

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|  | **2015-2016** | **2016-2017** | **2017-2018** | **2018-2019** |
| **Primary 1**  (CFE Early Level) | **81%** | **79%** | **64%** | **70.8%** |
| **Primary 4**  (CFE 1st Level) | **39%** | **50%** | **53%** | **70.1%** |
| **Primary 7**  (CFE 2nd Level) | **27%** | **42%** | **44%** | **73.3%** |

**Listening and Talking**

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|  | **2015-2016** | **2016-2017** | **2017-2018** | **2018-2019** |
| **Primary 1**  (CFE Early Level) | **86%** | **93%** | **84%** | **85.4%** |
| **Primary 4**  (CFE 1st Level) | **63%** | **79%** | **67%** | **84.2%** |
| **Primary 7**  (CFE 2nd Level) | **61%** | **84%** | **57%** | **86.6%** |

**Numeracy**

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|  | **2015-2016** | **2016-2017** | **2017-2018** | **2018-2019** |
| **Primary 1**  (CFE Early Level) | **88%** | **84%** | **72%** | **83.3%** |
| **Primary 4**  (CFE 1st Level) | **51%** | **50%** | **65%** | **70.1%** |
| **Primary 7**  (CFE 2nd Level) | **28%** | **61%** | **46%** | **65.3%** |

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

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| **School Improvement Priority 1:**  **To continue to raise attainment, and close the attainment gap, in literacy.** |
| **Progress and Impact:**  Over the course of the year we have participated in a number of activities to raise the profile of reading. These have included starting a reading club, participation in Scottish Book Week and each class having a book swap box. Classes in the middle and upper school are encourage to have daily time for personal reading with younger classes being read to every day. We have purchased a selection of books for both Reading Rings and use as whole class book studies.  In the Nursery our youngest learners have continued to develop literacy skills through our Teaching Children to Listen, Nursery Narrative, Word Aware, and ABC and Beyond programmes. These programmes have had significant positive impact on children’s listening skills and use of vocabulary.  Teachers have had CLPL sessions on Comprehension and at the recent In Service Day were involved in training on Reflective Reading. We are now seeing these strategies being used in classrooms.  We have continued to use Lexia as a targeted ‘catch up’ programme and through our tracking have seen children making very good progress. The learners are motivated by their success and are keen to progress to the next level. Those nearing the end of the programme are keen to finish. Teachers have noted that the skills learners have developed using Lexia are being transferred into other areas eg writing.  We have continue to embed the pedagogy associated with Big Write and are seeing this having a positive impact on the quality of learners’ writing. We recently undertook moderation of writing across our School Improvement Partnership and as a result believe that our judgements, based on careful assessment of children’s work, are robust.  We have seen improvements in the P7 SNSA results in both Reading and Writing as well as the P1 results in Literacy, and in Writing in P4. We have, however, identified a dip in reading at P4 which we believe is due to issues around comprehension rather than ability to read the text. Children in SIMD 1 & 2 are achieving across all bands in the SNSA assessments  Across all areas of literacy, more learners have achieved the relevant CfE level than last year. In some areas these area at a four year high. (see attainment data tables) |
| **Next Steps:**   * Work with the Robert Owen Centre to undertake Collaborative Action Research into improving our pedagogy around the teaching of Comprehension * Ensure a variety of comprehension strategies are being taught across the school. * Adopt the Dundee City Literacy Progression Framework as our planning tool * Further develop moderation in literacy across both our School Improvement Partnership and Cluster schools * Adopt Foundations of Writing as our Early Writing programme. * 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 |

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| **School Improvement Priority 2:**  **To continue to raise attainment, and close the attainment gap, in numeracy.** |
| **Progress and Impact:**  Numeracy PEEP sessions in nursery have furthered families’ knowledge, understanding and awareness of numeracy and mathematics. This has enabled parents to be positive role models and support their children’s learning in numeracy.  We have continued to embed the use of Numicon and are seeing it being used more often across the school to teach a variety of concepts.  We have purchased a variety of resources eg Number Talk books to support Conceptual Understanding in Number and staff have participated in a number of CLPL sessions to support this. These are now being used in classrooms and are deepening learners understanding of number.  We have used Catch Up Numeracy to support youngsters who were finding specific concepts in numeracy difficult. Although we find that this is most effective in the upper school the learners are making good progress and some no longer need this intervention. Across the school learners are using Prodigy Maths and Sumdog to consolidate skills taught. They find these motivating and are keen to track their progress.  As well as supporting children in Catch Up Numeracy our PEF funded PEYSAs are supporting targeted groups with specific concepts.  Our P7 Numeracy SNSA results showed around 72% of children scoring in the average bands or above. In P4 65% of children scored in these bandings. Across P1 77% of our learners were achieving in this range.  Across P1, P4 and P7 more learners have achieved the relevant CfE level in Numeracy than last year, and in P4 and P7 this the highest number of achievers over four years. (see attainment data tables) |
| **Next Steps:**   * Create a Craigowl Progression for development and recording of numeracy concepts. * Provide further CLPL sessions for staff to ensure consistently high quality of learning and teaching in numeracy * Ensure appropriate pace of learning in numeracy * Ensure all new resources are being used effectively * Develop Outdoor Learning in Maths * Develop the use of holistic tasks as one of our approaches in Assessment |

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| **School Improvement Priority 3:**  **To continue to develop digital learning across the school** |
| **Progress and Impact:**  Throughout the year, one of our Digital Leaders has facilitated a number of ‘drop in’ sessions which have focussed on different apps and software and their application in the classroom and beyond. These have been well received by staff and have led to increased confidence for staff who participated. Staff and learners have been further supported in the use of these apps and programmes by our Pupil Digital Leaders.  We have introduced audio books to some of our P7 pupils who were struggling to access books through the written form. This has resulted in huge motivation for these youngsters as they are now able to engage with texts which previously would not have been available to them  In March we were pleased to receive the Digital Schools Award. The Award Validator noted that there were *many examples of high quality learning throughout the school* and that digital technology was not used *just because it was there* but *that the learning content was paramount.*  The high quality of digital learning in the nursery class was also commented on with children e.g. confidently using coding skills to control moveable toys, using creative tools to draw and write and investigating using a digital microscope. |
| **Next Steps:**   * Adopt Dundee City Council Technologies Progression Pathway thereby ensuring that there is a clear progression in skills as leaners move through the school * Undertake Self Evaluation against criteria for Internet Safety Award and work towards targets in action plan created * 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 * Trial Seesaw in one class as a means of profiling learning and communicating with parents |

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| **School Improvement Priority 4:**  **To continue to develop the climate for learning** |
| **Progress and Impact:**  In November the whole staff team took part in developing positive behaviour through positive relationship training. Our relationships group reviewed our policy to include strategies discussed on the course. We reduced our Craigowl Code to three, easily remembered, points; *Be Respectful, Be Safe, Be Ambitious*. After being launched to the whole school the first two are now referred to on a daily basis and support our aim of enhancing our calm purposeful learning environment. Almost all children respond well to these. To support this development sessions on Restorative Conversations have been held for both teaching and support staff.  Bounceback is being used across the school to develop resilience and we are seeing some learners using strategies/language taught through this.  The staff team participated in training provided by LGBT Youth. Staff reported they feel more confident in dealing with homophobia and in supporting LGBT youngsters and parents.  We have continued to develop the play curriculum in P1. This allows for a smooth transition from Nursery into P1and allows children to develop a deep understanding of concepts taught in this way.  Throughout the year we have had a number of visitors talking to children about their careers and the skills they required. We have continued to use our whole school social skills to focus on some of the soft skills required in jobs. Children are becoming more aware of some of the careers that are open to them and the skills they require in these.  By creating a number of additional lunchtime clubs we have provided more opportunities for children who may not have been able to participate inn clubs outwith school. As well as providing enjoyment and inclusion, it has made lunchtime a more positive experience for some youngsters.  Across the nursery and early years we have run a number of very successful family learning sessions. Parents have reported that as a result of these they feel more confident in supporting their children’s learning at home. |
| **Next Steps:**   * Set up **‘support team meetings’** to ensure that there is consistency of approach when supporting individuals to develop positive attitude and relationships * To take further steps to reduce the number of children arriving to school late. Investigate use of text messaging to parents re daily latecoming * Collect ‘baseline’ assessment data for resilience so impact can be measured across next session. Ensure Bounceback programme is being effectively implemented at all stages. * 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 * 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 * Regular learner surveys, particularly looking at wellbeing and how safe individuals feel * Develop our tracking of Health and Wellbeing * Further develop Pupil Voice |

**Improvement Priorities for Session 2019-2020**

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| 1. **LEADERSHIP and MANAGEMENT** |
| 1. **LEARNING PROVISION** |
| 1. **SUCCESSES and ACHIEVEMENTS** |

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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