

Carnegie Primary School



School Improvement Plan 2019-20

Context of the school

Carnegie Primary School was established in August 2009 and the school community moved into the new building in August 2011. It is a non-denominational school serving part of the Eastern expansion of Dunfermline and the more established area of Halbeath. Our school caters for the mainstream education of Primary and Nursery children. The school was subsequently extended in 2017 to accommodate a continued increase in roll.

The school currently caters for 576 pupils organised across 21 classes. The Nursery accommodates children aged 3 – 5 and currently has a roll of 147 children with a capacity for 160 children. The children come from a range of social-economic backgrounds with 13% in SIMD 1 and 2 and 58% in SIMD 8 and 9. The school F.M.E. is 15.9%.

The school has undergone significant change in the last year with regard to the leadership team. This has caused some unsettling but with it a readiness and enthusiasm for change as we move forward. We have a very supportive parent body and feedback indicates that they value the care and support their children receive from school staff.

The school is fortunate to be set within a large playground and playing field which allows for extensive outdoor experiences and is also located within the city of Dunfermline allowing access to a wide variety of learning opportunities.

The school employs 60 staff which includes a senior leadership made up of a Headteacher and 3 Deputes, 25 teaching staff, 3 clerical staff, 1 janitor, 19 EYOs and 8 PSAs

Each depute has responsibility for a department within the school in addition to a whole school strategic remit. These roles and responsibilities will be reviewed in the new session to reflect the skills and expertise of the new leadership team. School staff, Active Schools and Community Groups organise a range of extra curricular clubs during lunchtime and before/after school. These include football, dance, fencing, hockey and a running club. Children have also had increasing opportunities to participate in a range of school sports festivals and educational excursions to further enhance the learning experience.

A Breakfast Club and Out of School Club operates before and after school and during the school holidays. This is accessed by families from Carnegie Primary.

The Parent Council play an active role in the life of the school and organise events through the year to provide a range of opportunities for our pupils. Parents enjoy being involved in the life of the school through shared learning, assemblies and parent workshops. Work continues to identify increased opportunities for family involvement in school and their child's learning.

Carnegie is part of the Woodmill High School cluster group.



Our School Vision and Values

Growing Together, Soaring to Success

Respect Kindness Ambition

National Improvement Framework

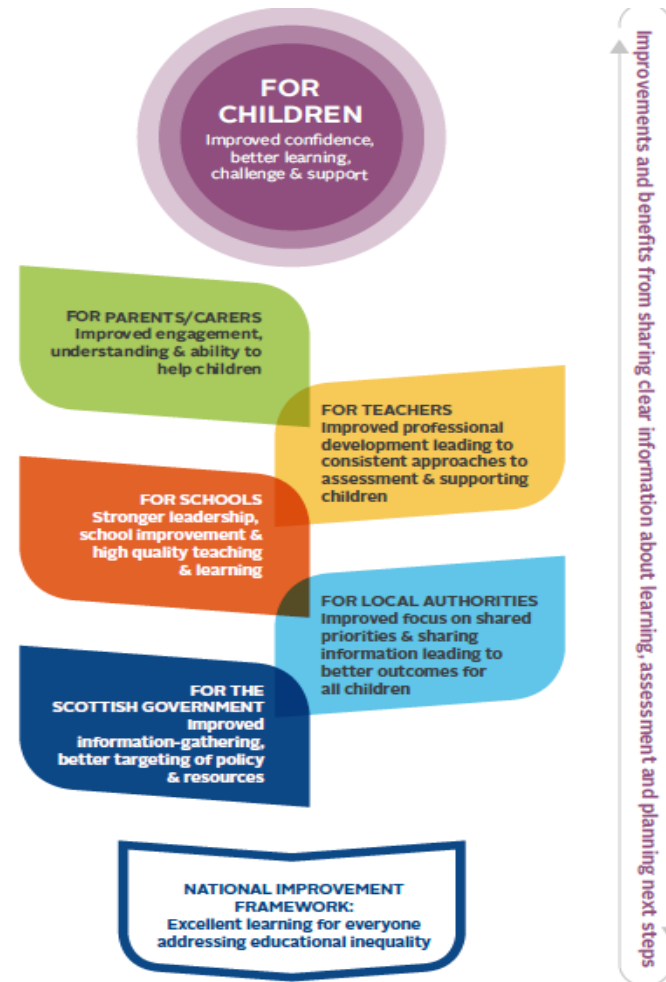


The National Improvement Framework for Scottish schools aims to help all children achieve their full potential as successful learners, confident individuals, responsible citizens and effective contributors.

At Carnegie Primary our improvement priorities support this and reflect the national improvement agenda.

What are the National Improvement Priorities?

- To improve attainment for all, particularly in literacy and numeracy.
- To improve the learning progress of every child by reducing inequality in education.
- To improve children and young people's health and wellbeing.
- To improve employability skills and sustained positive school leavers destinations for all young people.



What are the key drivers for improvement?

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information



In Carnegie Primary, we recognise the significant relationship between effective self-evaluation and school improvement.

An Inwards, Outward, Forwards approach help us answer the three key questions at the heart of self-evaluation:

- How are we doing?
- How do we know?
- What are we going to do now?



Carnegie Primary School Self Evaluation



STAFF

Continued involvement in school improvement agenda
Teachers and staff meetings
PRD reviews
In Service day working
Collegiate planning meetings
Cluster initiatives
Planned collegiate time
Annual questionnaires
Mentoring programme

PARENTS

Questionnaires and feedback forms
'Tea and Chat'
Parent/Teacher meetings
Parent workshops
Parent Council
School website
Annual Pupil Reports
Shared Learning Events

PARTNERS

Involvement of partners in school improvement and evaluations.
Effective collaboration with cluster schools and secondary schools.

PUPILS

Focused class discussions
Pupil feedback
Pupil assemblies and huddles
Pupil focus groups
Pupil Learning Conversations

Pupil Involvement



All our pupils were involved in providing feedback on current developments and areas for improvement.
They said:

We would like there to be a display showing very good work so that visitors could see it.

We think we need more opportunities to choose what we get to learn.

We would like more opportunities to work in groups when we are doing Literacy work.

Until recently we have never really been asked.

We have enjoyed taking part in sports festivals this year.

We would like more difficult Numeracy work.

Parental Involvement



All our parents were involved in providing feedback on current developments and areas for improvement.
They said:

Pleased to see that the children are getting more opportunities to take part in festivals

I would like more regular information about the progress my child is making

I don't feel I have enough information about what my child is learning in school

My child has really enjoyed being part of a committee this year

I would like my child to have more opportunities to be outdoors, like they did at nursery

Staff Involvement



Staff are fully involved in school improvement.

They are committed to evaluating their own practice as well as whole school developments.

They said:

Looking forward to working with the pedagogy team to improve my practice.

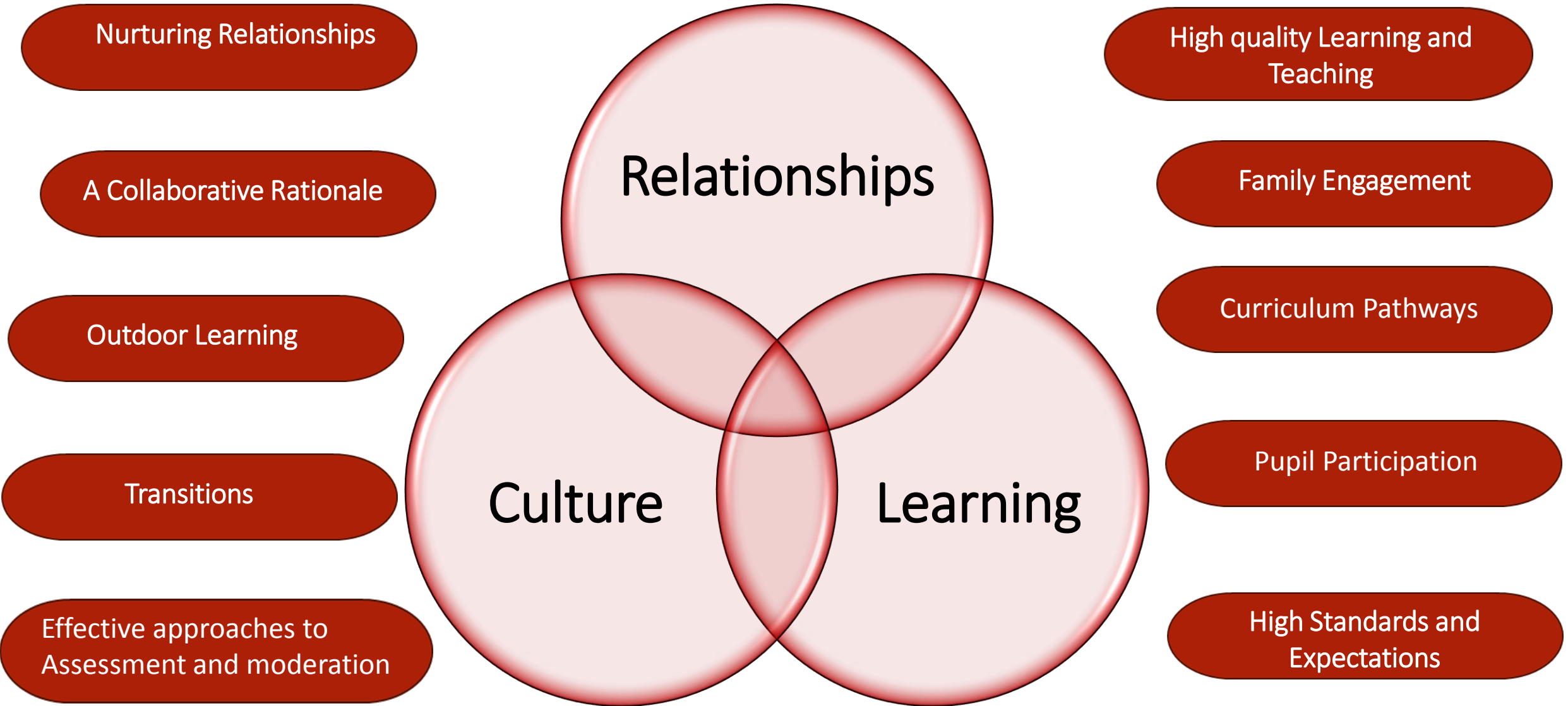
Through revised assessment strategies and through pupil voice, children are taking more responsibility for their own learning.

There has been a positive change to delivering lessons across the school using the four-part model.

As dojo has now gone, a new parental link is required to enhance parental involvement and direct contact with teachers.

attendance and lateness are affecting how well we can close the attainment gap. Consideration needs to be given to this

Carnegie Primary 2019-20



Relationships:

Learning, Teaching and Assessment (2.3) Improving Wellbeing, Equality and Inclusion (3.1) Family Learning (2.5)

Rationale

Strong relationships built around our school values and the Wellbeing indicators are central to developing our school. We value the contributions made by staff, children and families to improving outcomes of all our learners and they should therefore be reflected in planning for school improvement.

Leadership at all levels, family engagement and Teacher professionalism will be key drivers in building relationships that have a positive impact on outcomes for all learners.

Outcomes:

Pupil Voice which influences our school improvement

Parents engaging meaningfully in their child's learning

Increased participation and engagement for our most vulnerable learners

A shared language of learning across our school

Consistent approaches to learning, teaching and assessment, particularly in relation to quality feedback that enables children to identify their next steps in learning.

Measures:

All teachers using 4 part model for all learning episodes

Formative assessment evident in all classes

All children engaging in 3 formal Learning conversations with a teacher/SLT

50% of parents engaging with Seesaw in Year 1

20% increase in parents engaging with social media platforms

Feedback from pupils and parents in twice yearly audits reporting that they are actively involved in the learning and know what their next steps are

Feedback from all pupils in pupil voice groups that they contribute to school improvement.

Incidents of children leaving the classroom/opting out of learning reduced.

Improved attainment in literacy and numeracy

Key tasks:

Cluster Conference- Sir John Jones (fostering shared expectations, vision and values)

Teacher Conference- A Local Authority Perspective

Development of Seesaw/My World of Work across the school to share children's learning with parents and families

Programme of planned interventions to support the health and wellbeing of our most disadvantaged children (Kitbag, mindfulness, outdoor connections programme)

Knowledge and understanding of Health and Wellbeing indicators extended across our school community (parent workshop)

Pupil Voice groups further developed

Develop our Family Learning programme to support and enhance children's learning and wellbeing at all stages.

Within nursery develop stronger termly links with community partners

Timescales:

August 2019

tbc

By October 2019

Plan in place by end September 2019

December 2019

Throughout Year

Plan in place by end September 2019

Culture

Leadership of Learning (1.2) and Leadership of Change (1.3)

Rationale

Our learning culture requires a shared vision, shared values and a relentless focus on learning. Improvement will be achieved through high quality professional learning that includes professional dialogue, practitioner enquiry, mentoring and coaching and a rigorous PRD process. The development of our curriculum rationale will take account of the current context of our school, where we want to go and how we are going to get there. The children will be at the heart of the work we will do and contribute to our school improvement planning. School leadership, Parental engagement and a focus on school improvement will be key drivers in developing our culture.

Outcomes:

Shared vision, values and aims embedded across the school that are agreed by all pupils, staff, parents and partners
All staff empowered to lead learning and change which improves outcomes for learners
A shared focus on equity of opportunities and the commitment of all stakeholders to reducing the gap for our most disadvantaged learners

Measures:

Practitioner enquiry completed and shared by all teaching staff.
A curriculum Rationale in place that reflects the context and vision of our school.
Feedback from parents/pupils, partners and staff that reflect their involvement in the development of our Curriculum Rationale
Improved behaviour in all classes leading to improved attainment.
Pupil, parent and staff groups represented on all committees

Key tasks:

Promote our recently revised School/Nursery Values across the wider community and revise our vision and aims
Develop a collaborative Curriculum Rationale that reflects leadership of learning and change across our school and nursery community
Develop leadership of learning at all levels (by embedding working groups/committees that are led by staff, pupils and parents)
Professional learning

- Continued professional learning of effective learning, teaching and assessment
- Peer learning opportunities using the lesson study approach (termly)
- Systematic moderation activities within and across the school/cluster (termly)
- Engagement with Pedagogy Team

Staff leading on whole school/nursery improvement (eg. outdoor learning, family learning, digital technologies, DYW)

Timescales:

By November 2019

By December 2019

Throughout the session

Throughout the session

Agreed August 2019

Throughout the session

Learning

Learning, Teaching and Assessment (2.3) Successes and Achievements (3.2)

Rationale

As a large, multi-stream school and nursery it is essential that we ensure all children have the same quality and variety of learning experience.

To achieve this all staff will engage in high quality professional learning, rigorous and regular opportunities for moderation across classes, stages and cluster and rigorous and systematic approaches to planning and assessment of learning.

Attainment data and benchmarks will be used to plan, track and monitor pupil progress

A framework for tracking successes and achievements will allow us to be more systematic in planning opportunities for all learners, particularly those who are most disadvantaged.

Assessment of children's progress and performance information will be key drivers in achieving this

Outcomes:

- Consistent approaches to learning, teaching and assessment across the school
- Rigorous monitoring of pupil progress and pace and challenge of learning using effective assessment approaches leading to improved attainment at all stages
- Strong links across our Cluster that support moderation of learning and achievement of a level
- Skilled teachers who ensure high quality, relevant learning experience which develop skills for learning, life and work.

Measures:

- Increased pupil participation and engagement in learning/ less incidents of pupils opting out.
- Positive pupil/parent feedback re learning experiences (Pupilwise/Parentwise and school based evaluations)
- Involvement from at least 2 partners in every class
- Improved attainment (5%)
- where we are currently sitting at less than 80%

Key tasks:

- Collegiate year plan for professional learning and moderation (HT)
- Develop our use of benchmarks and progression pathways to support learning, teaching and assessment of literacy, numeracy and Health and Wellbeing (Staff Working Groups)
- Engagement with the Pedagogy team to develop consistency of learning and teaching in numeracy (All staff)
- Engagement with the Pedagogy team to develop consistency of learning and teaching in literacy (**All staff**)
- Increase opportunities for meaningful and sustainable family learning opportunities, particularly for our most vulnerable families
- Collegiate professional dialogue opportunities between nursery/P1 staff and P7/S1 staff (termly) to ensure effective transitions
- Develop a progression pathway for science and social subject
- Increased use of IT, GLOW and Seesaw to communicate and support each child's learning journey.
- Progression Pathway for Outdoor learning in line with Natural Connections and John Muir Award
- DYW skills threaded through curriculum planning to support the teaching of core skills for learning, life and work.
- Develop a framework for celebrating success and achievement that allows us to track learners' experiences and plan a+++++

Timescales:

August 2019

September 2019

August- December 2019

January- April 2019

Plan in place by September 2019

Throughout the year

August 2019

Throughout the year

September 2019

August 2019

December 2109