Dunrossness Primary School



School Improvement Plan

Session 2017-18

## Factors Influencing the Improvement Plan

**School factors**

* Introduction of 1140 in our Early Learning and Childcare unit
* £14,400 of Pupil Equity Funding
* 4 out of 5 teachers changing age and stage

**Local authority factors**

* Schools and Quality Improvement Service Plan
* Local Authority Literacy Strategy
* Quality Improvement Framework Project
* Shetland Attainment Challenge: Closing the Gap
* Northern Alliance Project(s)

**National factors**

* National Improvement Framework
* Curriculum for Excellence
* Getting it Right for Every child (GIRFEC)
* Education (Scotland) Act 2016
* How Good Is Our School (4th Edition)
* Guidance on Sexual Health, Relationships and Parenthood

**Motto, Vision and Aims**

**Motto:**

***Living Laughing Learning***

**Vision:**

Dunrossness Primary School - A happy school where everyone is supported and encouraged to achieve their full potential.

**Aims:**

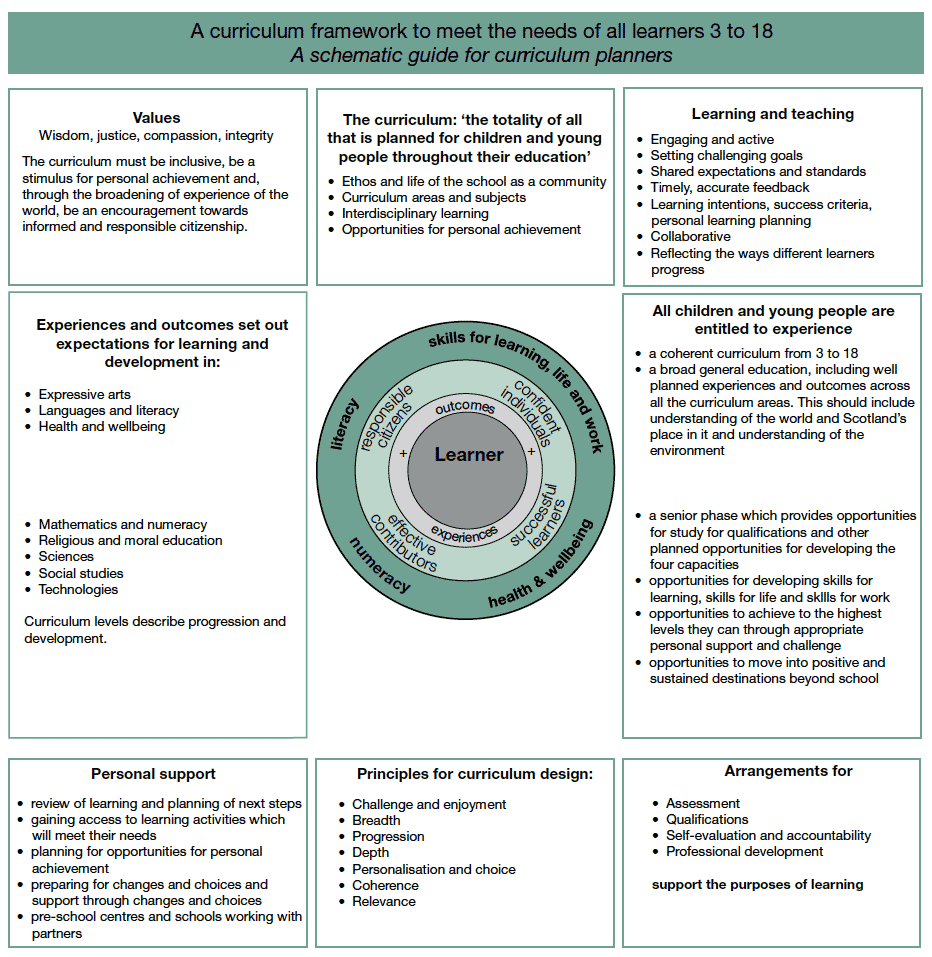
* To provide a safe, secure, happy and healthy learning environment where respect is given to all and shown by all;
* To shape values, promote independence and responsibility and develop skills for life;
* To encourage, motivate and support everyone in our school to be the best they can be;
* To inspire, reward and celebrate success and achievement in all areas of learning;
* To be an integral and responsible element of the whole community that we are all proud to belong to.

**How pupils were consulted and involved in decisions**

* Pupil council and Eco Committee
* Discussion in classes/assemblies
* Co-operavtive Learning whole school events – consultation in multi-age house teams on a range of school issues

**Strategy for parental engagement**

* Parent Council
* Wider Achievement club time – community and parental volunteers
* Improved communication – GLOW Blog
* Parents’ Evenings consultations
* Staff consultation through self evaluation and PRD/ERD Meetings



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| Strategic Curriculum Plan (Three Years) | | |
| Session | Areas for development | Desired Outcomes |
| 2017/18 | 1. Raising attainment and achievement focussing on writing and numeracy 2. Monitoring and Tracking 3. Early Years – Implementing 1140 4. Nurture – Expanding our current provision and gaining accreditation | Improved attainment in literacy and numeracy  Early ASN intervention  Successful implementation of 1140 |
| 2018/19 | 1. Raising attainment and achievement focussing on writing and numeracy 2. Monitoring and Tracking 3. Health and Wellbeing and RME |  |
| 2019/20 | 1. Health and Wellbeing 2. Interdisciplinary Learning 3. Monitoring and tracking |  |

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| Improvement Priority title: Raising Attainment and Achievement with a focus on writing and numeracy | | |
| **Linked to QI/Theme:** | | |
| Q.I 1.3 – Leadership of change | Q.I 2.4 – Personalised Support | |
| Q.I 2.2 – Curriculum | Q.I 3.1 – Ensuring wellbeing, equality and inclusion | |
| Q.I 2.3 – Learning, teaching and assessment | Q.I 3.2 – Raising attainment and achievement | |
| **Linked to National Improvement Framework Priority (check any that apply):**  * Improvement in attainment, particularly in literacy and numeracy ☑ * Closing the attainment gap between the most and least disadvantaged children ☑ * Improvement in children and young people’s health and wellbeing ☐ * Improvement in employability skills and sustained, positive school leaver destinations for all young people ☐   **Linked to National Improvement Driver (check any that apply)**  School Leadership ☒ Teacher Professionalism ☒ Parental Engagement ☒ Assessment of Children’s Progress ☒ | | |
| **What difference will it make for learners? (What impact do we expect to see?)**  **Pupils as learners will:**   * have their individual learning needs met * make appropriate progress in literacy and numeracy * experience stimulating, varied and active learning experiences * have high quality Learning Intentions and Success Criteria meaning there is constancy of expectation throughout the school   **Staff as learners will:**   * Use the Dunrossness marking guidance and moderation activities to ensure consistency throughout the school * Be able to use robust evidence to demonstrate the progress of each learner * Understand the developmental approach to emerging literacy and how we can build on this throughout the school. | | |
| **Success Criteria (how will we know if the change has been an improvement?)**  **Pupils as learners will:**   * Make appropriate progress in numeracy * Make appropriate progress in writing   **Staff as learners will:**   * Be able to articulate progress for each learner based on robust evidence | | |
| **What exactly are we going to do? (Detail specific actions.)** | | **Who will lead this? (Detail responsibilities and timescales.)** |
| Good LI and SC for tasks | | All Staff – 1x staff meeting  Moderation ongoing |
| Supported extended writing times | | Timetabled from August |
| Emerging Literacy Project | | ASN T + P1 Ts  From August 2017 - |
| Focus on tools for writing – pupils self correcting | | Class teachers using marking guidance consistently |
| Early intervention | | All staff  ASN T assessing those identified and liaising with class teachers or ASN team to meet needs |
| Suitable differentiation of tasks within class to meet needs of all learners | | Class teachers |
| Continuation of Attainment Challenge vocabulary project | | ASN T at Early Level |
| Holistic Assessments | | Class Teachers |
| National Assessments | | Class Teachers |
| Focus on Numeracy skills | | Class Teachers |
| Northern Alliance Maths project | | HT and CT from P3 or P4 age group |
| SEAL Maths Recovery | | ASN Team |
| **Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):** | | **Who will lead this? (Detail of responsibilities and timescales.)** |
| Moderation activities | | All – ongoing |
| Tracking meetings and jotter monitoring | | SMT – 1 x block |
| **Equity implications: (How will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)**  This school based initiatives give everyone a fair chance. We have additional support from nurture groups to enable children’s needs to be addressed and some of the learning takes place in this more supportive environment. Pupils with additional support needs have individual educational plans or pupil support plans to meet individual needs. Early intervention, the emerging literacy project, Northern Alliance maths, maths recovery and other interventions are all in place to ensure gaps in foundations skills are being addressed. | | |
| **Staff wellbeing and pastoral support implications: (How will you ensure that this improvement does not impact negatively on staff wellbeing and workload?)**  The school is striving to tackle bureaucracy and we have streamlined planning and also reduced the formal reporting implications. We have agreed a working time agreement with realistic timescales being appropriated to tasks. | | |
| Improvement Priority title: Continue developing our school’s monitoring and tracking strategy – with links to cluster | | |
| **Linked to QI/Theme:** | | |
| Q.I 1.3 – Leadership of change | Q.I 2.4 – Personalised Support | |
| Q.I 2.2 – Curriculum | Q.I 3.1 – Ensuring wellbeing, equality and inclusion | |
| Q.I 2.3 – Learning, teaching and assessment | Q.I 3.2 – Raising attainment and achievement | |
| **Linked to National Improvement Framework Priority (check any that apply):**  * Improvement in attainment, particularly in literacy and numeracy ☑ * Closing the attainment gap between the most and least disadvantaged children ☑ * Improvement in children and young people’s health and wellbeing ☐ * Improvement in employability skills and sustained, positive school leaver destinations for all young people ☐   **Linked to National Improvement Driver (check any that apply)**  School Leadership ☒ Teacher Professionalism ☒ Parental Engagement ☒ Assessment of Children’s Progress ☒ | | |
| **What difference will it make for learners? (What impact do we expect to see?)**  **Pupils as learners will:**   * Be able to engage in self and peer assessment tasks * Understand the expectations and purpose of their learning * Engage in dialogue with their teacher/peers/parents regarding their learning * Be able to identify their current position and next steps on their learning journey * Be able to see progress within a level   **Staff as learners will:**   * Use tracking data to ensure timely and appropriate interventions are put in place to support learners * Develop a shared understanding of what achievement of a level will look like * Have confidence in their judgements and provide robust evidence and data | | |
| **Success Criteria (how will we know if the change has been an improvement?)**  **Pupils as learners will:**   * Be able to describe their learning journey and their next steps * Be able to share their learning with their parents and describe   **Staff as learners will:**   * Be confident in their judgements * Be able to articulate and evidence the learning of each individual learner | | |
| **What exactly are we going to do? (Detail specific actions.)** | | **Who will lead this? (Detail responsibilities and timescales.)** |
| Teacher Tracking meetings | | HT and CTs  1 x tracking meeting per block |
| Pupil Tracking meetings | | HT, PT – all pupils seen within a group setting 1 in the course of the year |
| Work scrutiny | | Once per block for formal scrutiny. Sampling of work ongoing. – feedback given to teachers |
| Peer observations through TLC | | Termly peer observations |
| Develop guidelines for work to be included in folios in conjunction with national and local guidelines | | Working groups for first and second levels – 4 hrs |
| National Assessments | | Training and implementation for teaching staff |
| Moderation | | All teaching staff – termly moderation during collegiate time facilitated by assembly time |
| QAMSO | | Head Teacher & Class Teachers  Attend national events and feedback to all CTs |
| Marking guidance and high quality feedback | | Class Teachers – guidance issued from Head Teacher with teacher consultation |
| Developing high quality LIs and SCs which are used in self/peer/teacher assessing | | Class Teachers – staff meeting  Peer observations as part of TLC |
| Holistic Assessments | | Class Teachers – staff meeting  Moderation of assessments – 2 x year |
| Familiarisation with benchmarks | | Class Teachers |
| Support pupils to develop evaluative comments and vocabulary regarding their work | | Class Teachers |
| **Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):** | | **Who will lead this? (Detail of responsibilities and timescales.)** |
| Formulating feedback from teacher tracking, pupil tracking and work scrutiny. Shared and actions raised. | | SMT and Class teachers 1 x block |
| Moderation feedback | | SMT and class teachers 1 x block |
| In service events planned with cluster group to ensure consistency throughout the cluster. | | Cluster staff |
| **Equity implications: (How will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)**  All pupils will have equity of experience with tracking and monitoring, which will be led by the class teacher. The regularity of the tracking and monitoring process will highlight any pupils that is not achieving the expected level, look at the support in place and look at what changes need to be made in order to have pupil needs met. This will be done in consultation with the ASN teacher and support staff. | | |
| **Staff wellbeing and pastoral support implications: (How will you ensure that this improvement does not impact negatively on staff wellbeing and workload?)**  Staff will have opportunities to work together on tracking and monitoring, which is part of the working time agreement. Feedback will be given routinely from SMT and colleagues. The volume of work expected should not increase and staff will be able to embed the initiative into everyday practice with ease. Extra time has been facilitated through weekly assembly time and the TLC has been included in the working time agreement so that all teachers engage with the peer observations. During tracking meetings staff will have the opportunity to engage in discussion and reflection. | | |

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| Improvement Priority title: Introducing the 1140 hours of early learning and childcare | | |
| **Linked to QI/Theme:** | | |
| Q.I 1.3 – Leadership of change | Q.I 2.4 – Personalised Support | |
| Q.I 2.2 – Curriculum | Q.I 3.1 – Ensuring wellbeing, equality and inclusion | |
| Q.I 2.3 – Learning, teaching and assessment | Q.I 3.2 – Raising attainment and achievement | |
| **Linked to National Improvement Framework Priority (check any that apply):**  * Improvement in attainment, particularly in literacy and numeracy ☒ * Closing the attainment gap between the most and least disadvantaged children ☒ * Improvement in children and young people’s health and wellbeing ☒ * Improvement in employability skills and sustained, positive school leaver destinations for all young people ☐   **Linked to National Improvement Driver (check any that apply)**  School Leadership ☒ Teacher Professionalism ☒ Parental Engagement ☒ Assessment of Children’s Progress ☒ | | |
| **What difference will it make for learners? (What impact do we expect to see?**  **Pupils as learners will:**  Be tracked using the Highland trackers to ensure individual needs are met  Experience a developmentally appropriate curriculum  Develop foundation skills in Literacy, numeracy and HWB  **Staff as learners will:**  Understand developmental approach to early learning  Be able to articulate progress of each learner based on robust evidence | | |
| **Success Criteria (how will we know if the change has been an improvement?)**  **Pupils as learners will:**  Make progress at the expected level within the setting and have a successful transition into primary 1.  **Staff as learners will:**  Use tracking information and high quality observations to ensure there are high quality learning experiences on offer to support children’s progression in the setting.  Continually self evaluate and engage parents and stakeholders in ongoing feedback | | |
| **What exactly are we going to do? (Detail specific actions.)** | | **Who will lead this? (Detail responsibilities and timescales.)** |
| Offering extended hours with increased flexibility to families whilst making the setting operationally manageable. Meetings have been held with stakeholders but continue to engage as we progress with the changes. | | SMT  Nursery team  QIO |
| Use highland trackers and resources to develop tracking and planning systems within our nursery | | Nursery teacher – all year. Share at tracking meetings with SMT. 1 x block |
| Ensure high quality learning experiences are on offer for the children in the setting | | Nursery team |
| Ensure we have a nurturing day care element | | Nursery team |
| Plan and implement effective transition between nursery and P1 | | P1 teachers  Nursery Teacher/Senior Practitioner/EYW |
| Develop strategies and procedures to ensure the staff team are working well together and providing a consistently high quality of early learning and childcare. This includes a key worker system which is new to our setting. | | Nursery Team  SMT  QIO |
| **Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):** | | **Who will lead this? (Detail of responsibilities and timescales.)** |
| Tracking meetings with nursery teacher and senior practitioner | | SMT tracking and monitoring meeting |
| Parent/Carer feedback sought at regular intervals | | Nursery team note informal feedback  Formal feedback sought 3 x yearly |
| Observations from SMT/QIO | | SMT – once per block formally |
| Regular team meetings | | Nursery team and SMT |
| Self Evaluation from HGIOELCC | | Nursery team and SMT  Stakeholders |
| **Equity implications: (How will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)**  The extended hours allows for our most vulnerable children to be in high quality early learning and childcare on almost a full time basis. This gives every opportunity to give each child in the setting experiences to progress their learning and development. It also supports families by providing the service as they may be able to pursue work or training opportunities available. | | |
| **Staff wellbeing and pastoral support implications: (How will you ensure that this improvement does not impact negatively on staff wellbeing and workload?)**  There is a larger staff team and non-contact hours have been built into the day to enable staff to have 2 hours daily. This is new for nursery staff and will be of great benefit. Team meetings are also built in to encourage more collegiate working and peer support. | | |

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| Improvement Priority title: Extending our Nurture provision and gaining accreditation as a Nurturing School | | |
| **Linked to QI/Theme:** | | |
| Q.I 1.3 – Leadership of change | Q.I 2.4 – Personalised Support | |
| Q.I 2.2 – Curriculum | Q.I 3.1 – Ensuring wellbeing, equality and inclusion | |
| Q.I 2.3 – Learning, teaching and assessment | Q.I 3.2 – Raising attainment and achievement | |
| **Linked to National Improvement Framework Priority (check any that apply):**  * Improvement in attainment, particularly in literacy and numeracy ☒ * Closing the attainment gap between the most and least disadvantaged children ☒ * Improvement in children and young people’s health and wellbeing ☒ * Improvement in employability skills and sustained, positive school leaver destinations for all young people ☒   **Linked to National Improvement Driver (check any that apply)**  School Leadership ☒ Teacher Professionalism ☒ Parental Engagement ☒ Assessment of Children’s Progress ☒ | | |
| **What difference will it make for learners? (What impact do we expect to see?)**  **Pupils as learners will:**  Develop positive, trusting relationships with staff and peers within the school community enabling them to access the curriculum and achieve success in their learning.  **Staff as learners will:**  Develop a greater understanding of the principles of nurture and adopt them into their every day practice. | | |
| **Success Criteria (how will we know if the change has been an improvement?)**  **Pupils as learners will:**  Show an improvement in their Boxall Profiles  Achieve more success in their learning  **Staff as learners will:**  Abide by the six principles of nurture  Have a consistent approach across all areas of the school  Contribute to continuous assessments | | |
| **What exactly are we going to do? (Detail specific actions.)** | | **Who will lead this? (Detail responsibilities and timescales.)** |
| Run nurture groups to meet a variety of needs and review and reassess regularly | | ASN T |
| Staff to complete basic training on i-learn regarding nurture | | All staff |
| Attend Nurture Network accreditation training and gather evidence to become a nurturing school | | SMT initially but all staff to be involved |
| All areas of the school will abide by the nurture principles | | Everyone |
| **Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):** | | **Who will lead this? (Detail of responsibilities and timescales.)** |
| Boxalls for classes | | Class teachers Sept/March |
| Boxalls for individuals | | ASN T in consultation with other staff AUG/FEB |
| Check staff training records to ensure training has been completed | | HT – May |
| Observations of classes, groups and break times to ensure principles are embedded | | SMT/ Peer observations/Pupil feedback 1 x block |
| **Equity implications: (How will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)**  This intervention should support and help all children within the school setting. We will work to reintegration from the group and reassess regularly to ensure that all children are getting the most out of their school experiences. If children’s health and wellbeing are not focussed on then many other aspects of their learning is impacted. | | |
| **Staff wellbeing and pastoral support implications: (How will you ensure that this improvement does not impact negatively on staff wellbeing and workload?)**  By removing some of the children from the classes this can ease behavioural issues within the class. Class work can be done in the nurture group and no catching up is allowed! By using the online Boxall’s the staff have many suggestions regarding behaviour of their classes. The consistency across the school should reduce behaviour issues and the time spent dealing with them. | | |

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| **Additional Tasks 2016/17** | **Responsibilities** |
| Gender equalities – assembly |  |
| Skills for learning, life and work | Jobs in school  Past pupils job profiles  Wider achievement  Link to celebrations  Blog |
| Parental Engagement | Attend training  Parent council  Develop nurture room for family use  Continue to support learning at home – suggestions, examples, |
| 1+2 | Continue delivery of L2  Introduce L3 to P7 with support from specialist teacher from Sandwick |
| 2 hrs PE | Class teachers to ensure this is taking place |
| Kenya | P5/6 teacher to continue leading this work |
| Pupil Voice | ASN T/HT and janitor to lead the committee |
| Reading  Continue to develop reading for enjoyment  Use of Accelerated Reader programme  Junior Librarian  First Ministers Reading Challenge  Readathon  Book Fairs | Teaching and support staff team  Parents |
| Blogging | Class teachers and SMT as part of reporting to parents |
| Wider achievement | Encourage family to join child for learning |
| Enterprise | Class teachers and pupils |
| Curriculum design and rationale | SMT – Training from Graeme Logan and developing school’s own |
| Safeguarding | Parents evening with CEOP etc |



Dunrossness Primary School

Standards & Quality Report

Session 2017/18

Introduction

Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence and Getting it Right for Every Child (GIRFEC).

Within Curriculum for Excellence, every child and young person is entitled to experience a curriculum which is coherent from 3-18. Those planning the curriculum have a responsibility to work in partnership with others to enable children and young people to make transitions smoothly, building on prior learning and achievement in a manner appropriate to their individual learning needs. This should ensure that young people are well placed to move to positive destinations on leaving school and entering adult life.

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. We have been asking ourselves – staff, pupils, parents/carers, and other partners – the questions contained in this Standards and Quality Report. Our self-evaluation is in the pages that follow, along with our main areas for development for session 2016/17. This report is based on the quality indicators in *How Good is Our School?* 4th Edition (2015) and *How Good is our Early Learning and Childcare?* (2016)

Progress in the areas we developed in our 2016/17 School Improvement Plan is outlined in the Appendix.

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| Context of the School Dunrossness Primary School caters for pupils from nursery to Primary 7. Our roll at the beginning of this academic year was 114 pupils in primary and 28 registered for nursery. The nursery provision has changed to implement 1140 hours of free early learning and childcare which is to be offered to all 3 and 4 year olds in Scotland by 2020. Our nursery is currently staffed with a part-time teacher, a senior practitioner, 2 early years’ workers on a job share basis, 1 full time early years’ assistant and 2 early years’ assistants on a job share basis as well as a modern apprentice.  **School Staff for 2016-2017**  **Head Teacher:** Mrs Andrea Henderson  **Principal Teacher/ASN Teacher:** Mrs Louise Leslie  **Class Teachers:**  Nursery Mrs Karen Osborn  Primaries 1/2 Mrs Linda Tait/Mrs Brenda Smith  Primaries 2/3 Mrs Valerie Inkster  Primary 4/5 Mrs Helen Moar  Primaries 5/6 Ms Gina Scanlan  Primaries 6/ 7 Mrs Sandra Hay  **Support Staff:**  Senior Practitioner Miss Sadie Tait  Early Years Worker Mrs Carrie Morrison/Mrs Leona Smith  Early Years Assistants Mrs Anna Mainland/Mrs Carrie-Ann Bannister/Mrs Caroline Manson/Mrs  Amy Colvin  Learning support Assistant Mrs Violet Casey/Mrs Marion Sutherland  Learning Support Workers: Mrs Emma Graydon/Mrs Violet Casey  Playground Supervisor/  Admin assistant: Mrs Jackie Jamieson  Clerical Assistant: Miss Jackie Bishop/Mrs Katherine Sandison  Janitors: Mr John MacKenzie/Ms Kaleen Mackay  **Visiting Teachers and Instructors**:  P.E. and Swimming Mrs Joan Smith  Music Mrs Jeanna Inkster  Art and Design Ms Fiona Burr  Woodwind Mrs Jane Morton  Piano Mrs Moira Peterson  Traditional Fiddle Ms Eunice Henderson  Accordion Mr Peter Wood  Guitar Mr Stevie Hook  **Canteen Staff**:  Mrs Jane Flaws, Miss Katherine Henderson, Mrs Marina Smith.  We have a breakfast club that runs every school day and an out of school club that runs each afternoon after school and some days during the school holidays.  The school continues to have a very active and supportive parent council. Mrs Janine Johnson took on the role of chair, Jayne Anderson continued as treasurer and Cheryl Geldenhuys was appointed vice chair. Gary Cape was appointed clerk. |
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**The National Improvement Framework Drivers**

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| **Driver** | **Area of Strength** | **Areas to Develop** |
| School Leadership | We have developed our quality assurance procedures in school which includes pupil tracking meetings where they share their work and take part in a discussion regarding their learning.  All staff have consistently high expectations of all learners | Leadership at all levels – encouraging staff and pupils to see themselves as the leaders they are.  Review and embed the vision, values and aims of the school  Continue to develop pupil leadership roles within the school and wider community |
| Teacher Professionalism | All staff take part in individual and collective professional learning which improves outcomes for learners  Two teacher from this school and two from Sandwick involved in National Quality Assurance Moderation events and share good practice across the schools  Teachers committed to delivering the best quality of education possible to our pupils  Desire to work collegiately to improve outcomes for the pupils and their families | Moderation further developed at all stages from planning to assessment  Collegiate activities – creating time and facilitating professional dialogue  Continue to build tracking data and analysis to improve outcomes for all learners |
| Parental Engagement | We have a welcoming setting and regularly invite parents in for a variety of events and activities  Parents feel able to approach staff members  Parental consultations take place regularly through a variety of methods  Our Parent Council is very active and supportive of the school | Continue to develop family learning  Support parents to help progress their child’s learning at home |
| Assessment of children’s progress | A variety of assessment methods are used including summative and formative. Children are involved in self and peer assessments in some classes.  Assessment information is used to inform next steps in learning  Tracking meetings take place 3 times yearly | Developing and embedding regular school and cluster moderation  Developing teacher confidence in their professional judgements  Develop evidence portfolios in line with local and national guidance  Introduction of national assessments |
| School Improvement | Regular engagement with all stakeholders  Strong, committed staff team  Continuous cycle of self evaluation  Recognition | Continued engagement with new How Good is our School 4 and How Good is our Early Learning and Childcare  More visible progress on School Improvement priories on show in the school and shared with families  Better transition arrangements required between nursery and P1 |
| Performance Information | PIPS Data  Teacher Judgements  Tracking Meetings  Professional Dialogue | Act on local and national advice to provide data required  Use of SEEMIS  National assessment results |

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| **How well do pupils learn and achieve?**  **(Q.I. 2.3 Learning, teaching & assessment; 3.2 Raising attainment & achievement)**  **Dunrossness School treats all learners as individuals and every effort is made to meet their learning needs. Our pupils are engaged and motivated and interact well with learning activities provided.**  **Strengths**   * **Positive relationships** * **Good achievement and attainment at expected levels** * **Positive ethos** * **Celebrations** * **Quality assurance calendar in use and data gathered on learners**   **Areas for Development**   * **Development of robust quality assurance procedures within the school** * **Time to embed developments and good practice** * **Develop portfolios for evidence of progress towards a level** |
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| **How well is the school improving the quality of its work?**  **(Q.I. 1.1 Self-evaluation for self-improvement; 1.3 Leadership of change)**  **All staff at Dunrossness School are working collegiately to improve the quality of the work we do to provide the pupils here with the highest quality of education we can offer. Everyone engages in self-evaluation and through professional dialogue and the sharing of good practice we strive to make meaningful improvement.**  **Strengths**   * **Commitment of the staff team** * **Positive and supportive parent body** * **Good relationships**   **Areas for Development**   * **Familiarisation with HGIOS 4 and HGIOELCC** * **Implementation of local and national guidance** |
| **Improvement Priority 1: Raising attainment with a focus on writing and numeracy**  **Our key areas for development to take this priority forward are:**  Target: To ensure all children have access to high quality learning experiences, understand the purpose of their learning and be able to identify their next steps to make progress. |
| **Improvement Priority 2:**  Continue developing our school’s monitoring and tracking strategy – with links to cluster  **Our key areas for development to take this priority forward are:**  Target: To ensure we have robust tracking data to analyse and act upon and that this data is used effectively at times of transition. |
| **Improvement Priority 3:**  Implement 1140 hours of ELCC  **Our key areas for development to take this priority forward are:**  Target:  To provide a high quality early learning and childcare setting in which children experience developmentally appropriate play and learning experiences and provides families with greater flexibility. |
| **Improvement Priority 4:**  Nurture  **Our key areas for development to take this priority forward are:**  Target:  To gain accreditation as a nurturing school by abiding by the 6 principles of nurture in all areas of the school. |

Progress made with the areas for development in our School Improvement Plan Session 2016/17

**Improvement Priority 1:** Language and Literacy

**Target:** To raise attainment across the primary and nursery in language and literacy thorough developing policy, implementing robust planning, tracking and monitoring procedures, assessment and moderation as well as high quality teaching and learning.

The results of the vocabulary project were very encouraging and this early intervention saw a huge improvement in the pupils’ vocabulary. Mrs Louise Leslie was recognised locally and nationally for her excellent practice in this area and this is continuing as part of nursery/P1 transition and in the early stages.

Very good progress has been made towards this target. We have implemented the planning formats in primary and furthered reduced bureaucracy by making year plans for Es and Os which are being reinforced all year. We have used the benchmarks to inform assessments and teacher judgements and we have a good foundation to build upon in terms of our tracking data. We have moved away from individual targets but pupils are aware of what they need to do in order to progress in their learning. This comes from self, peer or teacher feedback against good success criteria in most classes.

**Achievement of a level – based on teacher Judgements June 2017**

In P1 the majority of pupils achieved Early Level in reading and writing. Most achieved Early Level listening and talking and numeracy.

At the end of P4 almost all pupils had achieved First Level in reading; the majority of pupils had achieved First Level in writing, listening and talking and numeracy.

By the end of P7 most children had achieved Second Level in reading, writing, listening and talking and numeracy.

We have made progress towards reading for enjoyment and the readathon and continued investment in Accelerated Reader promotes this. We have bought some new books and comprehension activities to match our sets of novels in school.

**Evidence indicated:**

* Teacher plans and evaluations
* Tracking data and teacher judgements
* Work Scrutiny feedback
* PIPS data
* Accelerated Reader data

**Next steps**:

* Develop nursery planning and tracking
* Work on language policy carried forward
* Raise attainment in writing and numeracy

**Improvement Priority 2:** Develop an in-school Rigorous Quality Assurance programme

Target: To ensure our quality assurance systems have a positive impact upon the pupils learning and school experience. Through high expectations of all we aim to raise standards and ensure consistency in all classes.

Good progress has been made in this area. We have developed a year planner with clear timelines for quality assurance procedures within the school. We have also developed planning procedures to ensure all staff have clear guidance on what is expected and when.

Tracking meetings are now well established. The data gathered from these meetings feed into plans for next steps. We also have pupil tracking meetings where the children all have a chance to meet with Ms Henderson and Mrs Leslie to share their learning. This ties in with work scrutiny and we ask children to share their work with us. From these meetings we offer feedback to teachers and share good practice or areas for development.

We developed marking and feedback guidance from the feedback to highlight the good practice to be adopted across the school.

Good progress towards embedding moderation as part of our planning cycle was made. Ms Henderson and Ms Scanlan led on this development as they have been attending National Quality Assurance and Moderation events.

By streamlining planning and reporting we have reduced bureaucracy further.

**Evidence indicated:**

* Tracking information and feedback given
* Guidance notes produced
* Year planner
* Professional dialogue

**Next steps**:

* Agree evidence sources and portfolio guidance
* Moderation of a maths holistic assessment
* Engage with national and local guidance on monitoring and tracking
* Continue as last year to further embed the procedures
* Ensure tracking data is used to inform planning and targeted interventions for groups or individuals

**Improvement Priority 3:** Increased Parental Engagement

**Target:**

To improve parental engagement to support the children’s learning in school and wider achievements. Develop systems to enable parents to be actively involved in the life of the school and contribute to school improvement.

Very good progress has been made in this area. Our Parent Council have been very active over the course of the year and have supported the school in a variety of ways, including purchasing playground equipment, running crèche facilities at parents’ evenings. Our general parent body is very supportive and involved in the school community. We also have regular parent volunteers who take on roles within the school.

GLOW has been used to some success but it is difficult to know how many people are accessing the posts as not many comment. When asked parents all report that they like the blog and do use it. We also use the Parent Council Facebook page to link blog posts.

The wider achievement afternoons in term 3 were hugely successful. When asked what the school does well many of the children chose wider achievement. We have invited parents in for many events and continue to have an open door policy which is widely used.

**Evidence indicated:**

* Blogs
* Parent Consultations
* Parents’ Evenings attendance
* Attendance at events/performances/assemblies etc

Next Steps

* Continue to develop the school blog
* Look at using Class Dojo
* Children more involved in blogging
* Wider Achievement afternoons offered as family learning opportunities

**Improvement Priority 4:** Co-operative Learning

**Target:** The local authority has purchased the co-operative learning TLC. Two teachers will attend although all teachers have had previous training. The use of formative assessment and co-operative learning requires some refreshment and revision to impact more positively on the children’s learning.

Good progress in this area with high engagement from all staff involved. Peer observations found to be valuable and good practice is being shared throughout the school. The children are benefitting from the skills and understanding involved with this style of learning.

**Evidence indicated:**

* **Teachers training notes**
* **Professional dialogue**
* **Plans and acitives in class**
* **Feedback from all**

Next Steps

* Continue with TLC into this session