Dunrossness Primary School



School Improvement Plan

Session 2018-19

## Factors Influencing the Improvement Plan

**School factors**

* Introduction of 1140 in our Early Learning and Childcare unit
* Pupil Equity Funding
* Teachers changing stage
* Rurality

**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

**Dunrossness attainment gap**

The main factors influencing the attainment of our pupils are our rurality and large catchment area. Whilst being rural brings many positives, it also has challenges such as the access to activities out with the home and enriching childhood experiences. Almost all of our pupils arrive at school on buses from different areas, making afterschool activities and groups a challenge for parents without transport.

Some of the children have not had the opportunity to experience many of the important childhood activities that help develop confidence, resilience, independence and build friendships. This is something we are addressing through our nurture provision.

**Our Vision, Values and Aims**

***Living Laughing Learning***

**Dunrossness Primary School –**

**A caring, happy school that nurtures, encourages and supports every individual to**

**Determinedly Pursue Success in all areas of their lives.**

Kindness Happiness Honesty Fun Respect Patience Responsibility

* To provide a safe, happy and healthy learning environment where mutual respect is shown;
* To promote independence, resilience and responsibility and develop skills for life;
* To encourage, motivate and support curiosity, creativity and feel free to experiment and learn from our mistakes;
* To inspire, recognise and celebrate effort, success and achievement;
* To foster cooperation, connections, responsibility to others and a thoughtful global outlook at the heart of our local community.

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

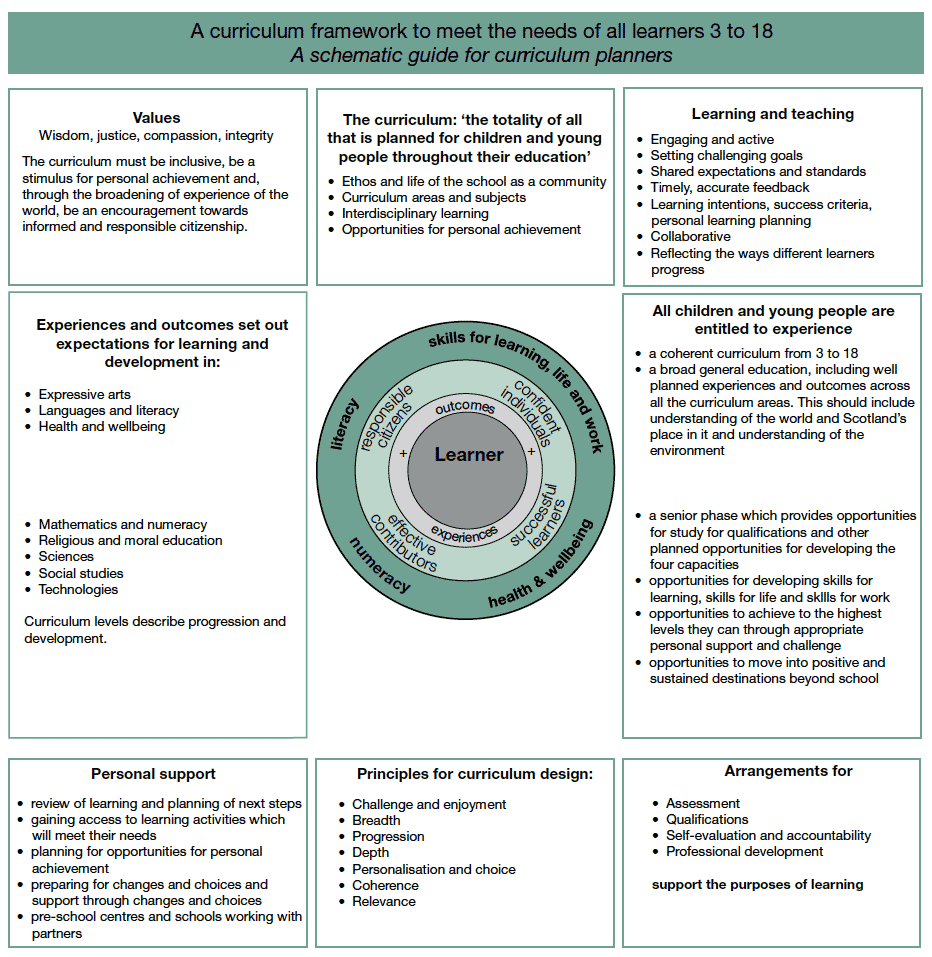
* In class consultations, self and peer assessment, feedback and ongoing dialogue between learners at all levels
* Pupil council and Eco Committee
* Discussion in classes/assemblies
* Co-operavtive Learning whole school events – consultation in multi-age house teams on a range of school issues
* Pupil Tracking Meetings
* Pupil noticeboards
* School Blog

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

* Staff consultation through self-evaluation
* Personal performance review meetings with each staff member
* Collegiate time
* Tracking meetings
* Engagement with How Good is our School 4 and How Good is our Early Learning and Childcare

**Strategy for parental engagement**

* Parent Council
* Wider Achievement club time – community and parental volunteers
* Improved communication – GLOW Blog
* Parents’ Evenings consultations
* Reporting calendar
* Open door policy
* Parents and families are encouraged to become involved through a variety of approaches



How we have designed Our Curriculum

We asked our stakeholders:

Who are we?

What makes us unique?

What should we be trying to achieve through our curriculum?

How do parents, families and the local community contribute to the life of the school?

What role does our school play in the life of the community?

When considering these questions and the aspects of curriculum design we wanted to ensure our learners are at the centre of our planning.

A full version of our Curriculum Rationale is available on the school blog or at the school office.

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| Strategic Curriculum Plan (Three Years) | | |
| Session | Areas for development | Desired Outcomes |
| 2018/19 | 1. Raising Attainment with a focus on literacy and numeracy 2. Nurture – Expanding our current provision and gaining accreditation 3. Developing pupil voice 4. Health and Wellbeing | Highland Literacy.  Engage with the Learning Progression for maths developed with the Northern Alliance. Investigate ‘Number Talks’ and fluid groupings.  Become an accredited nurturing school where all members of the school community promote the principles of nurture in all areas.  Pupil voice to become an integral part of all we do, through Focus Fridays and engagement with How good is OUR School.  Implement the Jigsaw Health and Wellbeing materials to ensure a coherent progressive programme throughout the school, |
| 2019/20 | 1. Monitoring and Tracking 2. Growth Mindset 3. Developing the Young Workforce 4. Maths |  |
| 2020/21 | 1. Health and Wellbeing 2. Interdisciplinary Learning 3. Monitoring and tracking 4. Maths |  |

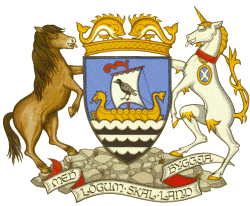
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| Improvement Priority title: Raising Attainment and Achievement with a focus on literacy and numeracy | | | | | | | | |
| **Linked to QI/Theme:** | | | | | | | | |
| Q.I 1.3 – Leadership of change | | | | | Q.I 2.4 – Personalised Support | | | |
| 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 ☒ | | | | | | | | |
| **School’s current position**  Progress has been made on this area over the last year but further reinforcement and time to really focus on this was felt vital for this year’s development plan. This will be our second year as part of the Literacy Project and we would like to see aspects of this being implemented earlier, in our ELC setting.  We have two members of staff who are QAMSOs and attend training and networking events at a national level, this gives us great opportunities at school and cluster level to work on high quality assessment and moderation activities, ensuring rigorous quality assurance.  It is felt with the raft of national changes and initiatives that it is important to take time to focus on high quality learning and teaching as this will have the most impact on our learners. | | | | | | | | |
| **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 * work in fluid groupings * Encourage growth mindset in staff and learners   **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. * engage with the maths progression developed by the Northern Alliance * engage with the Highland Literacy progression frameworks * use benchmarks and the moderation hub to enhance practice * use data more effectively to meet learners’ needs | | | | | | | | |
| **What exactly are we going to do?** | | **Timescale** | | **Personnel** | | **Resources** | | **Monitoring** |
| Improve quality of learning intentions and success criteria for lessons  Revisit work on formative assessment strategies  Ensure suitable differentiation in place to meet needs of all learners  Provide stimulating, varied and active learning experiences | | 1 x staff meeting September 2018  Ongoing process throughout 2018/19 session | | All teaching staff | | Shirley Clarke book ‘Outstanding Formative Assessment – all teaching staff to revisit and reflect on and improve practice. | | Classroom observations – 2x SMT and 1 x Peer over the year  Moderation activities  Tracking Meetings 1 per block  Tracking data/folios/SNSA |
| Emerging Literacy Project | | Mrs Leslie working at authority level to develop from August 18  1 x nursery staff meeting  Continue to implement strategies in nursery and primary | | Mrs Leslie will lead  Nursery, P1 and P2/3 teachers | | Northern Alliance Training and associated materials  Nursery staff development time | | Pre-assessments and continued assessment of progress of P1 pupils  Nursery tracking of pre reading and writing skills  SNSA results |
| Develop robust holistic assessments to evidence learning | | 2 x holistic assessment per block | | All teaching staff | | 1 x staff meeting on benchmarking, moderation guidance, moderation hub  1 x staff meeting per block to moderate assessments | | Moderation of holistic assessments  Dialogue at tracking meetings  Learner evidence |
| Using data effectively to improve attainment | | August 18 | | All teaching staff | | Tracking date  SNSA data  Part of in-service day August 18 | | Dialogue at tracking meetings  Teachers planning and teaching reflecting learners needs from data |
| Improve numeracy skills, especially foundations skills  Use more active teaching strategies | | August 18 – part of in service day  1 x staff meeting  10 hours collegiate time | | All class teachers | | Number talks books and videos  Maths progression framework  Numeracy Hub  SEAL approaches for recovery from P2-7  Benchmarks  Northern Alliance numeracy project | | Dialogue at tracking meetings  Tracking data |
| **Monitoring and Evaluation Update** | | | | | | | | |
| **Target** | **November 2018** | | **February 2019** | | | | **June 2019** | |
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| Improvement Priority title: Extending nurture provision | | | | | | | | |
| **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 ☒ | | | | | | | | |
| **School’s current position**  We have very successful nurture groups, which run all year round. These groups are for pupils with identified need and focus on specific Boxall targets for those children. Very good communication between ASN teacher and parents is in place, with reports on Boxall Profiles shared. We would like to extend this provision to benefit all members of the school community and ensure everyone is mindful and apply the 6 Principles of Nurture in all areas of the school. | | | | | | | | |
| **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 * Have a positive attitude to learning * Build self-esteem and resilience   **Staff as learners will:**   * Develop a greater understanding of the principles of nurture and adopt them into their everyday practice | | | | | | | | |
| **What exactly are we going to do?** | | **Timescale** | | **Personnel** | | **Resources** | | **Monitoring** |
| Audit current practice and undertake development work to ensure we are meeting the criteria of a nurturing school  Embed principles of growth mindset in all areas and introduce children to metacognition | | Started in February 2018  Completed by July 2019 | | SMT  All stakeholders | | Nurture Group Network training and resources | | Observations  Dialogue  Completed audit and action plans, evidence of good practice  Boxall profiles |
| **Target** | **November 2018** | | **February 2019** | | | | **June 2019** | |
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| Improvement Priority title: Develop meaningful pupil voice throughout the 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 ☒ | | | | | | | | |
| **School’s current position**  Our Eco Committee and Pupil Council have not been very active in the last 2 years and it was the responsibility of only 2 staff members. We have pupil tracking meetings where the SMT meet with groups of pupils each block to discuss learning and their school experience. The Junior Road Safety Officers have been more active and have contributed to school and local events. This is an area we recognised we needed to improve to involve all staff and learners within the school. | | | | | | | | |
| **What difference will it make for learners? (What impact do we expect to see?)**  **Pupils as learners will:**   * Have a meaningful say in all aspects of school life and school improvement * Work within vertical groups in House Teams, encouraging positive relationships with others of all ages and a sense of identity * Feel valued * Have ownership and responsibility for their own learning   **Staff as learners will:**   * Actively encourage participation from all members of their group * Lead on areas of the school development plan to make this more meaningful to all stakeholders | | | | | | | | |
| **What exactly are we going to do?** | | **Timescale** | | **Personnel** | | **Resources** | | **Monitoring** |
| Familiarise staff and pupils with ‘How Good is OUR school’ materials  Audit current practice with all stakeholders  Plan, organise and implement ‘Focus Fridays’ once per month to work on school priorities with vertical groups in house teams.  Childrens Improvement Plan (CHIP) and evaluations | | September 2018  September 2018  From August 2018  From August 2018 | | All teaching staff  Support staff  All stakeholders | | How Good is OUR school?  1x staff meeting  Jigsaw Health and Wellbeing materials  Focus Friday plan and resources | | Leuvan scale of engagement to monitor participation in groups  Dialogue  Evaluation of groups from all |
| **Target** | **November 2018** | | **February 2019** | | | | **June 2019** | |
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| Improvement Priority title: Improve health and wellbeing across the curriculum | | | | | | | | |
| **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 ☒ | | | | | | | | |
| **School’s current position**  After auditing provision and discussion in the last session it was decided we required some resources to ensure coverage and progression in our programme. The needs of more vulnerable pupils are very well met but it is felt that this level of provision should be open to all pupils, with emotional check ins and access to support when required. | | | | | | | | |
| **What difference will it make for learners? (What impact do we expect to see?)**  **Pupils as learners will:**   * Have an understanding of SHANARRI and what these indicators mean to them * Be able to self-assess and track emotional wellbeing at a developmentally appropriate level * Have access to an appropriate and progressive curriculum for health and wellbeing   **Staff as learners will:**   * Develop their understanding of SHANARRI * Contribute to planning for and implement the health and wellbeing programme within the school using Jigsaw resources | | | | | | | | |
| **What exactly are we going to do?** | | **Timescale** | | **Personnel** | | **Resources** | | **Monitoring** |
| Engage with all aspects of SHANARRI in all classrooms and develop age appropriate resources for use in each class  Implement Jigsaw materials as part of a whole school approach to health and wellbeing | | Session 2018/19  August 18 | | All CTs | | Focus Fridays  Class time  Jigsaw materials and overview plan | | SHANARRI self-assessments  Dialogue  Plans, evaluations and assessments |
| **Target** | **November 2018** | | **February 2019** | | | | **June 2019** | |
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| **Additional Tasks 2018/19** | **Responsibilities** |
| RME | Staff meeting to plan and implement new resource to ensure clear progression pathway. |
| Moderation tasks | Moderation from planning, teaching, assessment and evidence sources |
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**SHETLAND ISLANDS COUNCIL**

**Children’s Services Department**

**Pupil Equity Funding School/Cluster Plan**

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| **School/Cluster:** | | | Dunrossness Primary School |
| **PEF: TOTAL FUNDING aLLOCATION:** | | £12,960 | |
| **Target Group(s)** | | | |
| Pupils in P1-7 who have been identified through consultation as requiring additional nurture provision.  Whole School Community through applying nurturing principles to whole school. | | | |
| **PROJECT TITLE:** | Nurture | | |
| **STRETCH AIM**  *(Who? What? By how much? By when?)* | | | |
| To ensure the following statement is true of all our stakeholders:  *‘Being nurturing means that everyone tries to be supportive and helpful to each other in the school. It means that it is a safe place where everyone is valued and looked after and encouraged.’* | | | |
| **PRIMARY DRIVERS**  *(Must include involvement of key stakeholders i.e. parents)* | | | |
| * Raising awareness of 6 Principles of Nurture with all stakeholders and applying these to all areas within the school community * Achieving accreditation as a nurturing school | | | |
| **SECONDARY DRIVERS**  *(Key actions to be taken – including frequency, responsibility (who?), resources. These should relate to primary drivers)* | | | |
| * Focus Friday work to support understanding of 6 Principles of Nurture * Leaflet or booklet produced for parents on the 6 Principles of Nurture * Self-evaluation and evidence collected to receive accreditation | | | |

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| **PROJECT BASELINE DATA**  *(Please indicate what the baseline and outcome measurements will be – this must relate to the stretch aim)* | |
| Boxall profile data  SHANARRI indicators  Initial self-evaluation  Emotional check ins | |
| **OUTCOMES** | |
| * 6 Principles of Nurture understood and applied by all * Improved mental health and wellbeing of all pupils and staff * Nurturing Environment * Safe spaces in all classrooms | |
| **MONITORING TIMELINE: TERMLY WITH QIO**  *(What and when)* | |
|  | |
| **RESOURCES AND COSTS** | |
| **Items** | **Actual Cost(s)** |
| * LSW (10hrs per week) | £12960 |
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| **heAD tEACHER SIGNATURE:** | Andrea Henderson |
| **DATE:** | 28th August 2018 |

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|  | Working Time agreement for: | Dunrossness Primary School | |  |
|  | School Session: | 2018-19 | |  |
|  | The purpose of this template is to provide a clear structure for schools to construct a working time agreement. It is offered as an option for schools to use should they consider it useful. The template should be used flexibly, e.g. Each item may not be appropriate for all settings, other items may need to be added. | | |  |
|  |  |  |  |  |
|  | Item | Detail | Hours |  |
|  | **Teaching and Learning** |  |  |  |
|  | Class Teaching | Based on 1.0 FTE | **22.5** |  |
|  | Personal preparation and correction | One third of class contact time | **7.5** |  |
|  | **Collegiate Time** |  |  |  |
|  | Collegiate time (Annual) | 5 hours x 39 weeks. This does not include time within the In-Service days. | **195** |  |
|  | **Essential School Activities** |  |  |  |
|  | Reporting to Parents | Number of reports X agreed time allocated = regular blog updates | **30** |  |
|  | Moderation Activities | Agreed Time Allocation | **15** |  |
|  | Tracking and Monitoring | Agreed Time Allocation | **28** |  |
|  | Parents evenings | Number of meeting X agreed time for meeting plus associated Preparation time | **24** |  |
|  | Staff meetings | Number of business meetings X Agreed duration 26x1.5 | **45** |  |
|  | Christmas Performance | Evening Concert | **3** |  |
|  | Co-operative Learning TLC | TLC | **15** |  |
|  | Staff Development & Review Cycle | PRD Meeting plus associated preparation. | **2** |  |
|  | Briefings | These can only be considered if they take place outwith pupil timetabled day | **10** |  |
|  | ASN Consultations | 1 x term | **4** |  |
|  | Total | Time required for essential school operational activities | **161** |  |
|  | **Collegiate time remaining for development tasks** |  |  |  |
|  | Subject Development Groups | Circular 028/2012/I states that there should be 4 Subject Developement Group Meetings per year. This does not include Time allocated to Subject Developement Groups during In-Service Days. |  |  |
|  |  | Working Groups - Monitoring and Tracking - Folios/early level transition | **4** |  |
|  | School Improvement Plan Tasks | Time allocated for tasks to address priorities on School Improvement plan |  |  |
|  |  | Nurture - ilearn and reading | **4** |  |
|  |  | Familairisation with benchmarks | **4** |  |
|  |  |  |  |  |
|  |  | Flexibility | **22** |  |
|  | Total | Time allocated to developement tasks | **38** |  |
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|  | Total | Total collegiate time allocated | **195** |  |
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| Staff Meetings – session 18/19  **SIP Priorities:**   1. Raising Attainment in literacy and numeracy 2. Expanding Nurture Provision 3. Developing Pupil Voice 4. Health and Wellbeing | | SIP Priority |  |
| 6.9.18 | Nurture Self Evaluation + Class Safe Spaces | 2 | Nursery |
| 12.9.18 | Nurture Self Evaluation + Class Safe Spaces resource ordering | 2 |  |
| 19.9.18 | **Learning and Teaching - Ch 2 for discussion + actions** | 1 |  |
| 26.9.18 | Moderation – Moderation Hub and Familiarisation with benchmarks | 1 |  |
| 3.10.18 | Christmas Play, Christmas Fundraising and planning |  | Nursery |
| 8.11.18 | **Learning and Teaching – Read P69-94 for discussion + actions** | 1 |  |
| 14.11.18 | Inclusion | 1/2 |  |
| 21.11.18 | Glow Blogging, folios, alternatives e.g. class dojo | 1/3 | Nursery |
| 29.11.18 | Discovery RME/SIP Evaluation | 4 |  |
| 5.12.18 | Moderation of holistic assessments | 1 |  |
| 9.01.19 | Maths progression paper and planning | 1 | Nursery |
| 17.01.19 | **Learning and Teaching – Read P47-68 for discussion + actions** | 1 |  |
| 23.1.19 | Nurture | 2 | Nursery |
| 6.2.19 | Jigsaw update/SIP Review | 4 |  |
| 14.2.19 | **Learning and Teaching - 114-145 for discussion + actions** | 1 |  |
| 20.2.19 | TBC – Prioritise nearer the time |  |  |
| 27.3.18 | Moderation of holistic assessments | 1 |  |
| 24.4.19 | **Learning and Teaching – How good is OUR School? Read prior to meeting** | 3 |  |
| 9.5.19 | Nurture | 2 |  |
| 29.5.19 | Moderation/SIP Review | 1 |  |
|  | Passing on Information (1) |  | Nursery |
|  | Passing on Information (2) |  |  |

From WTA – equivalent of 4 face to face meetings have been dedicated to reading and preparation for the Learning and Teaching meetings.

Representation from nursery staff is required at the stated meetings. You are welcome to join in any staff meeting.



Dunrossness Primary School

Standards & Quality Report

Session 2018/19

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 2017/18 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 102 pupils in primary and 30 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’ practitioners 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:** Ms Andrea Henderson  **Principal Teacher/ASN Teacher:** Mrs Louise Leslie  **Class Teachers:**  Nursery Ms Andrea Hendersopn  Primaries 1/2 Mrs Fiona Henderson/Mrs Brenda Smith  Primaries 2/3 Mrs Valerie Inkster  Primary 4/5 Mrs Helen Moar  Primaries 5/6 Mrs Kim Wells  Primaries 6/ 7 Ms Gina Scanlan  **Support Staff:**  Senior Practitioner Miss Sadie Tait  Early Years Worker Mrs Carrie Morrison/Mrs Leona Smith  Early Years Assistants Miss Curstaidh Mackay/Mrs Amy Colvin/Mrs Caroline Manson  Learning support Assistant Mrs Anna Mainland  Learning Support Workers: Mrs Emma Graydon/Miss Jackie Bishop  Playground Supervisor/  Admin assistant: Mrs Jackie Jamieson  Clerical Assistant: Miss Jackie Bishop/Mrs Katherine Sandison  Janitors: Mr John MacKenzie  **Visiting Teachers and Instructors**:  P.E. and Swimming Mrs Joan Smith  Music Mrs Jeanna Inkster  Art and Design Ms Fiona Burr  Piano Mrs Moira Peterson  Traditional Fiddle Ms Eunice Henderson  Lower Stings Mrs Annalie Irvine  Accordion Mr Peter Wood  Guitar Mr Stevie Hook  **Canteen Staff**:  Ms Sherl Maclennan, 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.  We are in the process of appointing office bearers to the Parent Council. |

**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 that 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.  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  More rigorous analysis of tracking data and feedback to inform next steps in learning. |
| 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  Open door policy  Regular ASN review meetings  School Blog and Parent Council Facebook page  Reporting calendar  Family Lunches  Class Assemblies  Volunteering options  Peerie Maakers | 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.  Folios for each child is kept at early, first and second levels  Folios are shared with parents 3 x annually  Assessment information is used to inform next steps in learning  Tracking meetings take place 3 times yearly  SNSAs carried out in primaries 1, 4 and 7 | Continue to develop and embed regular school and cluster moderation |
| School Improvement | Regular engagement with all stakeholders  Strong, committed staff team  Continuous cycle of self-evaluation  Recognition of success  Successful nursery – P1 transition and P7 – SJHS | Engagement with How Good is our Early Learning and Childcare and How good is OUR school  Within school transitions need to be more carefully planned  Investigate ways of better planning for transition out with |
| Performance Information | Teacher Judgements  Tracking Meetings  Professional Dialogue  SNSA data | Act on local and national advice to provide data required  Use of SEEMIS  Analysis of data |

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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. There is an appropriate pace and challenge. Teachers engage in collegiate meetings focussed on reviewing, reflecting and improving on current practice.**  **Strengths**   * **Positive relationships** * **Good achievement and attainment at expected levels** * **Positive ethos** * **Celebrations** * **Quality assurance calendar in use and data gathered on learners** * **IEPs are in place for pupils with additional support needs**   **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** * **Reviewing assessment is for learning techniques and high quality feedback used to inform next steps** |

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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 HGIOELCC and HGI OURs** * **Implementation of local and national guidance** * **Use of SEEMIS for cluster tracking** * **Develop leadership opportunities for all staff** |
| **Improvement Priority 1: Raising attainment with a focus on writing and numeracy**  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: Extending Nurture provision to gain school accreditation**  **Target:** To make sure this statement in true for all members of our school community. *‘Being nurturing means that everyone tries to be supportive and helpful to each other in the school. It means that it is a safe place where everyone is valued and looked after and encouraged.’* |
| **Improvement Priority 3: Develop meaningful pupil voice throughout the school**  Target:  To develop and implement a programme to ensure pupil voice is meaningful and pupils are all actively engaged in the life and work of the school. |
| **Improvement Priority 4:**  Improve Health and Wellbeing across the curriculum  **Target:**  To implement the Jigsaw programme of work to ensure there is a progression framework for teaching health and wellbeing. Use SHANARRI indicators effectively to measure health and wellbeing across the curriculum. |

Progress made with the areas for development in our School Improvement Plan Session 2017/18

**Improvement Priority 1:** Raising Attainment with a focus on writing and numeracy

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.

Very good progress has been made towards this target. In our recent teacher judgements and work scrutiny we can confidently evidence that almost all of all our learners are achieving at the expected CfE level. If the children are not, the reasons why are known and interventions are in place. This is clearly shown in our tracking and monitoring systems.

Being involved in local, regional and national initiatives has supported this improvement; especially with the Northern Alliance Literacy Project and involvement with the national Quality Assurance and Moderation Support Officers.

There is still work to be done and we would like to continue to work on providing high quality feedback and ensure learners know and understand their next steps. The Nothern Alliance maths project did not progress and will be relaunched in the coming year. There has been a progression framework created and staff will begin to engage with it for at least one maths topic in session 18/19 with a view to extending this the following session.

**Achievement of a level – based on teacher Judgements June 2018**

In P1 most learners have achieved Early Level in reading, writing, listening and talking and numeracy.

At the end of P4 almost all pupils had achieved First Level in reading and writing. All pupils in P4 achieved first level in listening and talking and numeracy.

By the end of P7 most children had achieved Second Level in reading and almost all achieved second level in writing. All pupils have achieved second level listening and talking and numeracy.

**Evidence indicated:**

* Teacher plans and evaluations
* Tracking data and teacher judgements
* Work Scrutiny feedback
* SNSA Data
* Accelerated Reader data
* Evidence in folios

**Next steps**:

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

**Improvement Priority 2:** Continue developing Dunrossness School’s monitoring and tracking – with links to cluster

Target: Using data effectively to support Childrens’ learning

The tracking meetings and work scrutiny enables us to have a good overview of all the children’s learning within the school. Any children not performing at the expected level is identified and interventions put in place.

We continue to work on self and peer assessment and the quality of feedback provided. From work scrutiny this was identified as inconsistent and will require more development work, which is planned for the coming session. We will also work with pupils, developing their evaluative language for self and peer assessment tasks.

**Evidence indicated:**

* Tracking information and feedback given
* Guidance notes produced
* Year planner
* Professional dialogue
* Portfolio evidence agreed
* Portfolio self evaluations and parental feedback

**Next steps**:

* Engage with national and local guidance on monitoring and tracking
* Ensure tracking data is used to inform planning and targeted interventions for groups or individuals
* Cluster tracking system

**Improvement Priority 3:** Introducing 1140 hours of early learning and childcare

**Target:**

To provide flexible and free childcare to all 3 and 4 year olds registered within our setting.

Very good progress has been made in this area. We have implemented the hours and have been able to offer a very flexible service for the parents in our area.

There were a number of challenges over the year. We managed to appoint staff to all posts and have worked hard to develop the team. We have had to be inventive in our methods of communication and planning due to the size of the team. The building work has been completed and the environment is taking shape. Some more work on the areas within the setting will be carried out to make best use of the resources on offer.

The learning has been tracked using the Highland trackers and the staff are all becoming more familiar with the targets and how to focus their observations.

The pupils who have transitioned to P1 have done so very successfully.

**Evidence indicated:**

* Parent Consultations
* Folios
* The setting
* Staff feedback

Next Steps

* Monitoring and tracking
* Using next steps to inform planning
* Developing pedagogy so that there is consistent practice from all team members
* Developing outdoor area
* Self-evaluation using HGIOELCC

**Improvement Priority 4:** Nurture

**Target:** Implementing nurturing principles in all areas of school and working towards accreditation.

Good progress has been made. We have used various self-evaluation tools and received feedback from the training provider. We have clear next steps to work on and have planned how to carry these out in the coming year.

**Evidence indicated:**

* **Nurture self-evaluation**
* **Feedback from 6 month check in**
* **Staff Development**
* **Staff self-evaluation**
* **Professional dialogue**

Next Steps

* Continue – SIP priority in session 18/19