School/Educational Setting Improvement Plan 2019-20
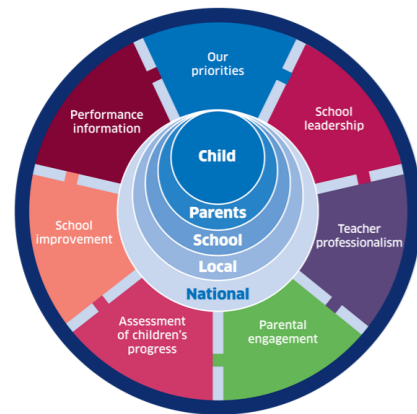
Establishment: Rowantree primary School

National Improvement Framework
http://www.gov.scot/Publicatio ns/2016/01/8314

HGIOS 4 Self-evaluation
https://education.gov.scot/impro vement/Documents/Framework s_SelfEvaluation/FRWK2_NIHedi tHGIOS/FRWK2_HGIOS4.pdf

Tayside Plan C&FS

External Link '
Tayside_Plan 1a.pdf'

Dundee Education Plan
https://www.dundeecity.go v.uk/sites/default/files/pub lications/annual_education _plan_2017-18.pdf

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The aims of the School/Educational Setting are aligned to and informed by the National Improvement Framework Priorities, and the Dundee Annual Education Plan and the Tayside Plan for Children, Young People and Families. They are further informed by self-evaluation and associated toolkits.

This Plan will be implemented via a cycle of planned activities including consultation with pupils and parents and liaison with partners to evaluate the impact of improvement activities. The Plan links directly to self-evaluation toolkit information.

NIF Priorities:

1. Improvement in attainment, particularly in literacy and numeracy;
2. Closing the attainment gap between the most and least disadvantaged children;
3. Improvement in children and young people's health and wellbeing, and;
4. Improvement in employability skills and sustained, positive School / Educational Setting leaver destinations for all young people

NIF Drivers:
1. School / Educational Setting Leadership
2. Teacher Professionalism
3. Parental Engagement
4. Assessment of Children's Progress
5. School / Educational Setting Improvement
6. Performance Information

Tayside Vision for Children, Young People and Families

"Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up."

Tayside's Five Priorities for Children, Young People and Families

1. Our children will have the best start in life; they will be cared for and supported to live in nurturing environments.
2. Our children, young people, and their families will be meaningfully engaged with learning, and combined with high quality learning experiences, all children and young people will extend their potential.
3. Our children and young people will be physically and mentally and emotionally healthy.
4. Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people.
5. Our children and young people will feel safe and protected from harm at home, school and in the community.

School/Setting Vision, Values, Aims:

Vision

Provide a nurturing environment where our young people feel safe, happy and included. Deliver a curriculum that is designed to meet the needs of our emerging young workforce. Equip our young people with the necessary skills for learning, life and work in order to achieve their full potential in our ever changing society.

Values	**Aims**
• Raising aspirations of our young people	• Be the best we can be
• Show integrity in everything we do	• Treat everyone with respect
• Foster positive relationships with everyone in our school community	• Celebrate and enjoy the success of everyone in our school community
• Everyone within our school community is valued	• Learn through discovery, challenge and enjoyment

It is ok to make a mistake. You are safe. We love you

Consultation and Collaborative Self-Evaluation Processes
(the processes used to involve partners with self-evaluation and improvement planning; children, pupils, parents (council/forum), staff; partner agencies; volunteers.)

As part of the ongoing Self Evaluation process, Rowantree follow a quality assurance calendar. This includes activities led by the SLT such as Professional Support Visits and PRD's. There is a self-evaluation calendar where there is a systematic approach to assessing the school against the quality indicators from HGIOS 4. Some of these are assessed internally by all staff through variety of self-evaluation activities which can be done individually or collaboratively.
It is important we seek the views of our partners and all stake holders. Pupils input to the self-evaluation of the school through pupil voice activities and periodically during assemblies. Parents also are asked for their input to the process through questionnaires and some activities at parent council meetings.
Our school improvement partnership and continued engagement with the local authority improvement framework ensure the views of other are also sought,

Tools for Measurement of Progress:

Self-Evaluation - assessment of current position (inwards, outwards, forwards - HGIOS 4, HGIOEL&C)
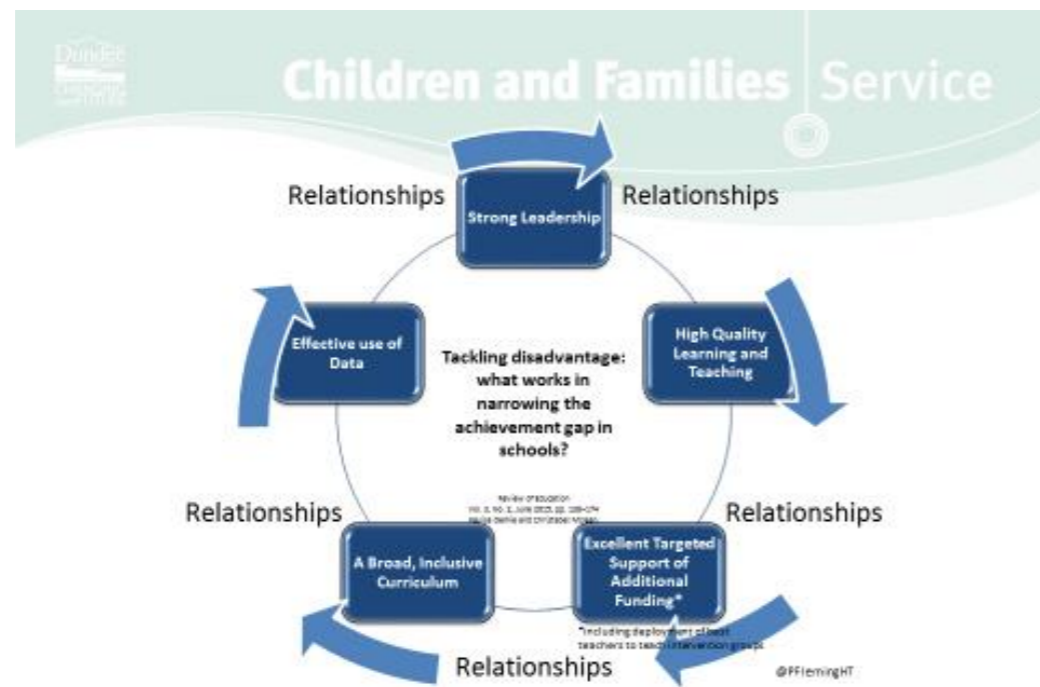
Evidence from:
- Teacher Professional Judgement
- Standardised Assessment Data/Pitfalls/SQA data/trends (Insight)/ BGE Toolkit / Benchmarking/Moderation
- Exclusions and Attendance Data
- Changing Trends and Profiles in any of the above data
- Feedback from parents, children and young people and staff (evidenced through HMI questionnaires or Athena)
- Pupil learning plans, achievement and learning conversations
- Collaborative Action Research
- Interventions for Equity
- Model for Improvement activities
- Profile of outcomes for targeted groups: LAC; Young Carers; SIMD 1 and 2; FSM
- Dundee School Improvement Framework
- Inspection Findings

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

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

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

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

Dundee City Council Children and Families Service RAISING ATTAINMENT PLAN FOR SCHOOL/ EDUCATIONAL SETTINGS Session 2019/20	IMPROVEMENT PRIORITY 1 LEADERSHIP and MANAGEMENT					
Aims (what are we going to achieve?)	**HGIOEL&C HGIOS4 QIs**	**Expectations**	**Actions** (what will we do?)	**Measurement** (how will we know we are making a difference?)	**Progress/Impact** (what has improved?) BRAG – December, March, & May	**Timescale / Responsibility**
Revise Vision, Values and Aims in line with Dundee's aspiration/ambition to raise attainment	1.3	• The Vision, Values and Aims of all School/Educational Settings must promote a positive image of the child, ambition/aspiration, expectations, challenge and a focus on children first • All practice across the school/ setting directly links to Vision, Values & Aims and is regularly re-visited. • VVA conversations involve all stakeholders – pupils, families, staff, partners, community • There is a consistent approach to relationships and restorative practice across the setting.	**Review VVA with all stakeholders Live aims don't laminate Part of revised LT policy** **Blueprint for relationships (part of WTA) Pivotal 5 pillars of nurture**	**PSV** **Improved engagement, attendance and participation of most pupils**	**June 2020**	**HT Aug – Dec** **PT SL June**
Implement planned robust self-evaluation procedures in relation to learning and teaching involving all stakeholders	1.1 (2.3)	• All educators must have a clear understanding of the purpose of self-evaluation for improvement • There is a culture of reflective practice and responsive, continuous improvement, using evaluative language • All educators understand their role in the self- evaluation process and subsequent impact on children's progress. • Educators have a clear understanding of the link with CLPL and improved outcomes for learners. • An Annual Quality Assurance calendar is in place and is followed rigorously. • Classroom/Playrooms visits and observations focus on the quality of learning and teaching.	**Review SE processes to include all stakeholders External CLPL taken by staff will be shared and impact measured** **Review feedback for informal and formal visits Renewed focus on RPS Charter for good practice** **SIP reviewed regular by SLT and SMT and once a term with wider staff** **Moderation activities at cluster level** **Training for all teaching staff in use of new tracking and assessment tool and Reporting to parents**	**Use of technology to gather wider results eg GLOW forms** **PSV/follow up discussions** **PSV Walkrounds** **More accurate and robust recording of a level Gaps in learning identified and addressed more quickly** **Improved L&T and learners provision**		**HY SFDW Ongoing** **SMT Oct** **PT Ped June** **HT Oct**

		• Improvement Plans are consistent and focus upon high quality learning and teaching and positive outcomes for learners • There are planned opportunities for sharing practice and for collaboration within and across schools, settings and networks • Detailed tracking and monitoring is in place throughout BGE and Senior Phase, using agreed authority processes • Planned, regular and rigorous discussions of tracking data and pupil progress take place at SLT / departmental / class teacher / educator levels • Self-evaluation and CLPL activities result in agreed actions and interventions which are recorded and followed up as appropriate.	**Continue to develop prof dialogue and analysis in line with role of PT** **Review how we give informal feedback** **Drop in sessions**			**PT Ped June**
Increase/improve opportunities for listening and responding to children's/learners' voice/leadership of learning.		• The guiding principle of listening and responding to children is embedded and included in the QI Calendar • All schools use 'wee HGIOS' to embed learner voice and leadership • Communication/engagement with parents is tracked and monitored - letters etc. • Motivation of young people is promoted – assemblies, PSE lessons etc. • Learner Voice – there is regular feedback from learners re quality of Learning & Teaching • Young people lead learning • Young people are involved in school self-evaluation e.g. taking part in observations and self-evaluation discussions	**Develop use of HGIOS for learners** **Develop learners conference events, STEPS/Distant Learner** **More focused approach to Assemblies** **Termly pupil voice events** **Pupils to come to one SLT and one SMT meeting per term Pupils to attend some PSV Feedback sheet for pupils to be created**	Data from learner focus groups, Pupil Councils,		**SMT June 2020**
Implement robust processes for use of data/analysis to monitor and track individual progress leading to improved outcomes (Early Years Electronic Screening Tool, Insight; BGE; SEEMiS; SQA; Track One system)	**2.3 (1.1)**	• Regular and rigorous analysis of attendance data and support for pupils to maintain good attendance takes place • Children's learning and progress are regularly analysed and evaluated through the use of a wide range of sources e.g. documentation extracts, journal entries, VERP • Appropriate data is used to identify areas for improvement at all levels	**Continue to develop protocols for managing attendance and measuring impact on attainment** **Develop monthly pupil support meetings** **SMT development of management tools for supporting pupils (SEEMIS and MOSAIC)**			SMT Aug-June

		• Engagement in benchmarking activity within and across schools / settings and authorities is a regular feature • Improved understanding (across the school) of data and associated MIS systems to ensure effective use and clear links to tracking and reporting to parents • Target setting by educators and pupils is embedded across the school/setting	**Moderation activities/attainment** **Appropriate staff trained** **Part of planning cycle and SLT mderation and RPS charter**		PT Ped June SMT SLT

Dundee City Council Children and Families Service **RAISING ATTAINMENT PLAN FOR SCHOOL / EDUCATIONAL SETTINGS** Session 2019/20	**IMPROVEMENT PRIORITY 2** **LEARNING PROVISION**					

Aims (what are we going to achieve?)	**HGIOEL&C** **HGIOS4 QIs**	**Expectations**	**Actions** (what will we do?)	**Measurement** (how will we know we are making a difference?)	**Progress/Impact** (what has improved?) BRAG – December, March, & May	**Timescale / Responsibility**
Ensure provision of high quality learning and teaching and learner engagement for all (feedback; differentiation; learners leading learning)	2.3	• A clear Learning and Teaching policy, followed by all educators, is in place and is in line with DCC Policy • The school/setting has a Standard for Learning, aligned with the Dundee Standard, taking cognisance of BTC, AifL, Birth to 6 (LTiD) and DYW. • Variety of pedagogical approaches are embedded across the school/setting • Underperformance is challenged early, consistently and rigorously, using DNCT / GTCS / SSSC standards and procedures •	**Add literacy and come in line with central policy** **Review and update curric rationale taking into acc views of stakeholders** • All educators regularly attend professional learning opportunities which support reflective practice and improve pedagogical understanding, leading to improved outcomes for learners. • Implementation of Leaders of Learning, Action Learning Sets or equivalent, Learning Rounds etc with a focus on pedagogy and robust feedback/reflection • Further detailed workaround the standards (clpl) • Minimum one professional dialogue with SMT per term • HR support is engaged at an early stage when challenging underperformance			**PT Ped** **Oct** **SLT** **Dec** **PT Ped** **Aug onwards** **SLT**
Provision of an engaging and exciting BGE which provides learner pathways through to the Senior Phase and beyond and meets the needs of all learners, developing the Skills for Learning, Life and Work and DYW (The primary driver is NOT senior phase - shift away from "courses" S1-S3)	2.2	• A clear curriculum rationale is in place. (Early Years Settings ensure the principles of Making Young Children's Learning Visible are reflected in their curriculum rationale.) • Learning time is maximised - remove 'dead time' in the curriculum / day • Differentiation is in place in all classes. • Progressive pathways are in place in the BGE in all	**See above** **All staff working with young people have 'bank' of ideas and skills to help avoid dead time** **Develop teacher craft**			**SLT** **Aug onwards**

		curricular areas, using standard Dundee formats	Planning reviewed and updated			
						DHT/ PT Ped Aug
Planned strategic implementation of moderation arrangements across stages and curriculum throughout the session		• Regular professional dialogue develops a shared understanding of ages and stages of development and anticipated progress. • Regular, planned opportunities for moderation are a priority throughout the year (as per DCC Moderation Strategy - planned into collegiate time, Inset days and WTAs) • There is a strong focus on continuity and progression of learning/pedagogy during transitions • An effective Cluster Transition Policy from Early Years - S1 and through all stages, is in place, including the exchange of information and SNSA/ACEL/SQA data. • In-service days prioritise time for training and upskilling staff, focussing on high quality learning and teaching	**INSET days:** **1 Briefing and Planning** **2 HWB** **3 Literacy/Moderation** **4 Numeracy** **5 Developing Pedagogy (additional)** **1 TRIC** **2 Workload**			

Dundee City Council Children and Families Service **RAISING ATTAINMENT PLAN FOR SCHOOL / EDUCATIONAL SETTINGS** **Session 2019/20**	**IMPROVEMENT/PRIORITY 3** **SUCCESSES and ACHIEVEMENTS**					
Aims (what are we going to achieve?)	**HGIOEL&C** **HGIOS4 QIs**	**Expectations**	**Actions** (what will we do?)	**Measurement** (how will we know we are making a difference?)	**Progress/Impact** (what has improved?) BRAG – December, March, & May	**Timescale / Responsibility**
Fully implement robust assessment and planning processes for wellbeing in line with National Practice Model (GIRFEC)	3.1	• Children, staff and families understand their entitlement to and responsibilities to deliver GIRFEC. • Assessments of wellbeing are analytical and focussed upon improving outcomes for children/families • DCC staged intervention process (Team Around the Child) is used consistently and effectively to support children and families • Agreed Authority-wide planning, recording and referral systems are used consistently	**GIRFEC visible through planning. Focus on rights and responsibilities** • Increased engagement with Health Visitors as the named person in Early Years (TATC process) **Improved understanding/usage of MOSAIC and management systems**			
Embed/implement Nurture Approaches Framework across the whole School / Educational Setting (with reference to Restorative Approaches) **The UNCRC / Children's Rights / Nurturing Approaches and Restorative approaches underpin all policy and practice**	3.1	• All School/Educational settings will be working towards becoming a 'Nurturing Setting' • An Alternatives to Exclusion policy is in place and understood by all educators, learners and parents • Regular review of learners' attendance is undertaken, with interventions identified for targeted individuals and groups • Regular review of school pupil exclusions with interventions identified for targeted individuals and groups • The curriculum includes explicit activity on the UNCRC e.g. through the Rights Respecting School approach • Focus is shifted from behaviour/discipline to	Rename and include an inclusion policy as part of our stages of intervention triangle Develop policy in accordance with Presumption of Mainstream Achieve Bronze	Improved relationships Less disruption to L&T Reduced exclusions Improved attendance Improved attainment		Collegiate time Working group

		relationships resulting in all schools/settings having a Relationship Policy in place. • Restorative practices are used to resolve conflict, to support self- regulation, to reduce disruption and on return from exclusion			
Have robust processes for use of data/analysis to monitor and track individual progress leading to improved outcomes (including attainment, achievement, attendance, exclusions)	**1.3 (3.2) (2.3)**	• Focused discussions regularly take place on every individual child • Ensure equity – keep focus on targeted children and on improving outcomes for targeted groups: LAC, ASN, Young Carers, SIMD1&2, CP register (including attendance and exclusions) • An agreed core data set is in place, which is used to monitor/track progress	**Each child is discussed and action plans where appropriate**		
All schools are rigorous about the implementation of DCC policies re attendance	**1.3 3.2 2.3**	• All tracking and monitoring systems feature the key measures of attainment, attendance, care experienced status, young carer status, SIMD, CP register, ASN • Attendance of all pupils is promoted through agreed DCC policy and resulting staged interventions, eg SDS risk matrix is 70% or below, absences total 20 days or more			
Wider Achievement is recognised and rewarded		• Clear and consistent processes are in place for promoting, monitoring and tracking wider achievement for all pupils	**Develop passport of wider achievement**	RRS Award	

Curriculum, Pedagogy and Performance Strategy and Action Group – On-going Priorities

- agree implementation and monitoring periods for use of the BGE tracking tool and SEEMiS Progress and Achievement Module for all city School / Educational Settings

- finalise curriculum rationale, design and progression work already started in key areas including literacy and numeracy

- support all School / Educational Settings to have an agreed curriculum rationale which drives improvement, including a BGE that transitions into the SP to ensure progression pathways for all learners and raises attainment

- finalise revised policy and arrangements re reporting to parents

- finalise revised learning and teaching policy

- strategically plan and deliver CLPL on evidence-based approaches to raising attainment to both primary and secondary sectors

Scottish Attainment Challenge – Dundee

Recommendations from ILA inspection:

- ❖ simplify the landscape - what's working- see 2019-20 bid
- ❖ review the matrix and it's use re informing improvement
- ❖ use evidence base to plan exit strategy from SAC funding
- ❖ further embed SAC within the secondary sector
- ❖ increase the focus on raising attainment and closing the gap in secondary
- targeted interventions - PTs Maths/Numeracy – CEO and AA, lead EO
- roll out School / Educational Setting measurement plans – Attainment Advisor
- Reinforce the expectations within and the contribution of the School / Educational Setting Improvement Framework to raising attainment and closing outcome gaps – including the Chief Education Officer carrying out SQA Results Reviews in all secondary School / Educational Settings
- Strengthen the synergy between the work of the Attainment Advisor and the Educational Services Management Team
- targeted focus on secondary SQA results e.g. subject departments with a trend of negative value course comparator
- focussed and targeted work on HGIOS4 and pupil version of HGIOS 4 and generic input for all Head Teachers
- re-focus the matrix re Dundee Measures
- Prioritise support for curriculum and moderation
- targeted support from the Attainment Advisor for School / Educational Settings identified using performance data
- Review cross-sector and subject / curriculum networks