School Improvement Plan – Dundee Nursery/Primary/Secondary School
2018-2019

National Improvement Framework

http://www.gov.scot/Publications/2016/01/8314
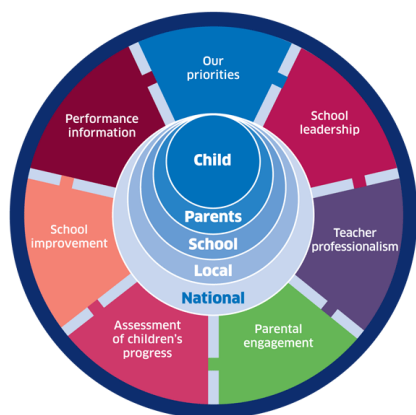
HGIOS 4 Self-evaluation

https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf

Tayside Plan C&FS

External Link   'Tayside_Plan 1a.pdf'

The priorities for school improvement are grounded in the National Improvement Framework, Dundee's Self-Evaluation Framework, the Local Outcome Improvement Plan (LOIP), the Tayside Plan for Children, Young People and Families and further exemplification in HGIOS4.   The aims and priorities embedded in these documents underpin planning targeted at reaching our school aims, principally informed by our local/school Self-Evaluation.

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 leaver destinations for all young people

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

Local Authority Ambition:

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

Local Authority Aims:
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 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:

- Raising aspirations of our young people
- Show integrity in everything we do
- Foster positive relationships with everyone in our school community
- Everyone within our school community is valued

Aims:

- Be the best we can be
- Treat everyone with respect
- Celebrate and enjoy the success of everyone in our school community
- Learn through discovery, challenge and enjoyment
- Feel safe, secure and valued

Consultation and Collaborative Self-Evaluation Processes
(the processes used to involve partners with self-evaluation and improvement planning; 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,
Finally the ongong work with Education Scotland and HMIe ensures key priorities are identified and evaluated to highlight next steps.

Tools for Measurement of Progress:
Self-Evaluation - assessment of current position (inwards, outwards, forwards - HGIOS 4)

Evidence from:
- Teacher Professional Judgement
- Standardised Assessment Data/Pitfalls/Insight
- Inspection Findings
- Changing Trends and Profiles
- Feedback from parents and children and young people
- Pupil learning plans and achievement
- Collaborative Action Research models
- Interventions for Equity
- Exclusions and Attendance Data
- Targeted groups: LAC; Young Carers; SIMD 1 and 2; FSM
- Model for Improvement activities

Long-Term SIP Overview

	16 – 17	17 – 18	18 – 19	19 – 20	20 – 21	21 – 22
NIF Priority	Choose an item. Choose an item. Choose an item.	Choose an item. Choose an item. Choose an item.	1 2 3	Choose an item. Choose an item. Choose an item.	Choose an item. Choose an item. Choose an item.	Choose an item. Choose an item. Choose an item.
NIF Driver	Choose an item. Choose an item. Choose an item.	Choose an item. Choose an item. Choose an item.	2 3 Choose an item.	Choose an item. Choose an item. Choose an item.	Choose an item. Choose an item. Choose an item.	Choose an item. Choose an item. Choose an item.
LA Aim	Choose an item. Choose an item. Choose an item.	Choose an item. Choose an item. Choose an item.	2 3 4	Choose an item. Choose an item. Choose an item.	Choose an item. Choose an item. Choose an item.	Choose an item. Choose an item. Choose an item.
HGIOS 4 QI Focus	Choose an item. Choose an item. Choose an item.	Choose an item. Choose an item. Choose an item.	2.2 2.3 3.2	Choose an item. Choose an item. Choose an item.	Choose an item. Choose an item. Choose an item.	Choose an item. Choose an item. Choose an item.

Action Plan
Please refer to Appendix (i) for guidance in completing the School Priorities

Improvement Priority 1:
Develop a positive relationship policy to continue to improve behaviour across the school. This will lead to improved engagement and participation and promote inclusion.

Key NIF Priorities: **Improving Health and Wellbeing** Choose an item. Choose an item.	Key Local Authority Aims: **Physically, Mentally, Emotionally Healthy** **Comparable Outcomes for All Despite Inequality-Disadvantage(Equity)** Choose an item.
Key NIF Drivers: **School Improvement** Choose an item. Choose an item.	Key HGIOS 4 QIs: **2.4 Personalised Support** **3.1 Improving Wellbeing, Equality, Inclusion** **3.2 Raising Attainment-Achievement**

Aims	Key Drivers	Measurement Tool(s) (to be used to evidence change)	Progress / Impact
To develop a whole school approach to building positive relationships. Work with Pivotal Change team to promote positive behaviour	 nurture dd.pptx	**Whole school community audit** **Inclusion** **PDSA where appropriate** **Datasets:** **Attainment** **Engagement** **Attendance** **Inclusion** **Participation**	

| Improvement Priority 2: |
| Improve attainment and learning experience in literacy |

Key NIF Priorities:	Key Local Authority Aims:
Improvement in Attainment	**Meaningful Engagement, Extended Potential**
Closing the Attainment Gap	**Comparable Outcomes for All Despite Inequality-Disadvantage(Equity)**
Choose an item.	Choose an item.
Key NIF Drivers:	**Key HGIOS 4 QIs:**
Assessement of Progress	**2.3 Learning, Teaching, Assessment**
Performance Information	**2.2 Curriculum**
Choose an item.	**3.2 Raising Attainment-Achievement**

Aims	Drivers	Measurement Tool/s (to be used to evidence change)	Progress / Impact
To raise attainment in literacy across the school to 85% by 2020 Improve pedagogy in literacy to include a collaboratively created learning and teaching standard	Literacy Driver Diagram Oct 2017.p|	**Quality assurance in line with Dundee Improvement Framework** **PDSA where appropriate** **Datasets:** **Attainment** **Engagement**	

Improvement Priority 3:
Improve attainment and learning experience in literacy

Key NIF Priorities:	Key Local Authority Aims:
Improvement in Attainment	**Comparable Outcomes for All Despite Inequality-Disadvantage(Equity)**
Closing the Attainment Gap	Choose an item.
Choose an item.	Choose an item.
Key NIF Drivers:	**Key HGIOS 4 QIs:**
School Improvement	**2.3 Learning, Teaching, Assessment**
Assessement of Progress	**2.2 Curriculum**
Performance Information	**3.2 Raising Attainment-Achievement**

Aims	Drivers	Measurement Tool/s (to be used to evidence change)	Progress / Impact
To raise attainment in numeracy across the school to 85% by 2020 Improve pedagogy in numeracy to include a collaboratively created learning and teaching standard	Driver Diagram Numeracy.docx	**Quality assurance in line with Dundee Improvement Framework** **PDSA where appropriate** **Datasets:** **Attainment** **Engagement**	

Notable Sections of Guidance

4.40.   Head Teachers may find it helpful to consider the following challenge questions when preparing their SIP:

- Using the features of highly effective practice and the challenge questions within HGIOS 4, what overarching conclusions can be drawn about our school's strengths and aspects for development?
- How well placed is our school to deliver the strategic priorities of the National Improvement Framework?
- Building on the NIF drivers for improvement, which aspects of our school's approach to learning need to be strengthened in the coming year if we are to deliver both excellence and equity?
- What evidence can I draw on to support the school in identifying the most appropriate interventions for our learners and staff in the coming year?
- How can our school benefit from authority-wide improvement activity?
- How can we ensure that learners and parents play a central role in the life of the school over the coming year?
- How can we ensure our partners make a valuable contribution to the development of children and young people's employability skills?
- How can we support parents to become actively involved in their child's learning and progression?

4.43.   It is for individual head teachers, working in partnership with their education authority, to identify their   preferred format for their SIP.   Head teachers are encouraged to set out priorities and objectives which are clear and measurable, and where the rationale behind them is explicit.   Clear links should be made to:

- the need to reduce inequalities of outcome experienced by children and young people as a result of socio-economic disadvantage;
- the Strategic Priorities of the NIF;
- the key drivers for improvement which are set out in the NIF;
- any objectives identified and agreed by the education authority with a view to supporting school improvement
- planned steps to improve outcomes, and;
- the Quality Indicators set out in HGIOS 4