School/Educational Setting Improvement Plan 2021-2
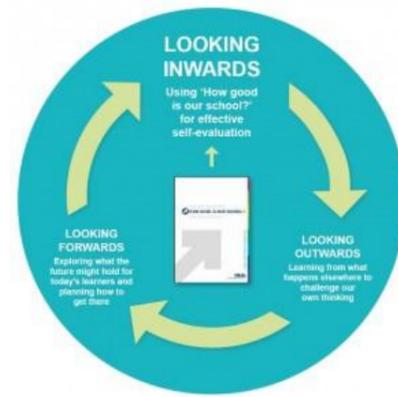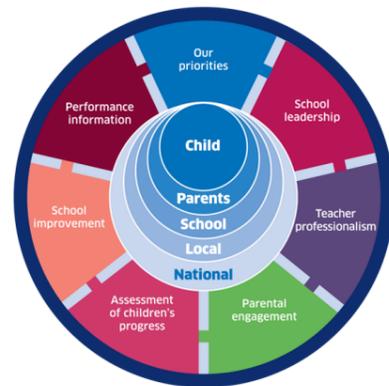
Establishment: Rowantree primary School

National Improvement Framework
http://www.gov.scot/Publicati ons/2016/01/8314

HGIOS 4 Self-evaluation
https://education.gov.scot/imp rovement/Documents/Framewo rks_SelfEvaluation/FRWK2_NIH editHGIOS/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

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

- 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

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

2019-21 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.
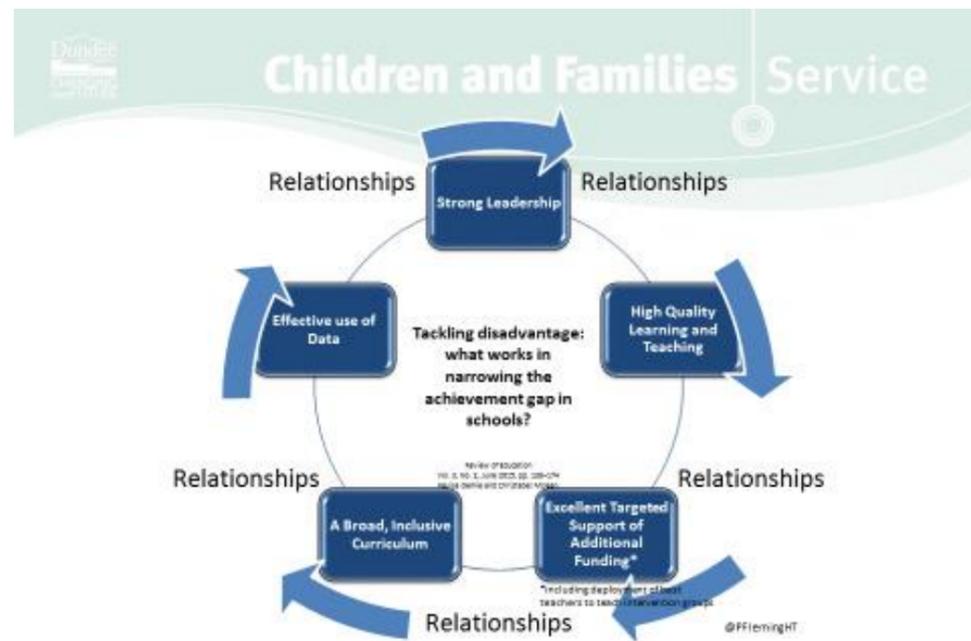
Dundee City Council Children and Families Service **RAISING ATTAINMENT PLAN FOR SCHOOL/ EDUCATIONAL SETTINGS** **Session 2019/21**	IMPROVEMENT PRIORITY 1 LEADERSHIP and MANAGEMENT					
Aims (what are we going to achieve?)	**HGIOEL&C HGIOS4 QIs**	**Expectations**	**Actions** (what will we do?)	**Measurement** (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 nu rture	PSV Parent Council established- review this session Learning environment will be a true reflection of VVA where whole school community are safe and respected and able to achieve their potential. This will be done through on-going self-evaluation. Improved engagement, attendance and participation of most pupils Blueprint for relationships- less children out of class, pivotal conversations with staff. Focus on restorative practice- positive reinforcement.	This will need to be carried forward onto new improvement plan. Progress has been made but this needs to be revisited. Our VVA need to reviewed and updated. Revisit this as not being used consistency. Where it is being used effectively- does have an positive impact on behaviour. June 2021	HT June2021 TR- Blueprint for relationships June 2021
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. • Improvement Plans are consistent and focus upon high	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 once a term with wider staff Moderation activities in school and at cluster level Training for all teaching staff in use of new tracking and assessment tool and Reporting to parents Continue to develop prof dialogue and analysis in line with role of PT	Use of technology to gather wider results eg GLOW forms PSV/follow up discussions PSV Walkrounds- good or better lessons More accurate and robust recording of a level Gaps in learning identified and addressed more quickly. Improved L&T and learners provision	Most staff have clearer understanding of purpose of SE in relation to school improvement. A bespoke CLPL design in conjunction with PT of Ped and staff has allowed improved and outcomes for young people. Staff are becoming more aware of the improvement cycle. Staff need support in understanding SE leads to SI. Since the introduction of individual action plans and individual support. The quality of L & T has improved across the entire school. Staff are now equip with a deeper understanding of variety of Ped to deliver learning. Staff need to develop their skill set in developing personalised	HT SFDW Ongoing SMT Oct PT Ped June HT Oct

		• 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.	Review how we give informal feedback Drop in sessions		engaging lessons beyond examples from PT/ commercial based lessons. Initial progress in moderation and the moderation cycle. Beginning to understand achievement of a level. Full suite of professional support was curtailed due to lockdown. This will likely not restart until term 2 depending on restrictions. Quality assurance has led to improvement in L&T as CLPL and feedback is much more specific and clearly highlights next steps for teachers through individual action plans.	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 • We are asking pupils to now comment on their own learning through the digital platform- DOJO.	Develop use of HGIOS for learners Develop learners conference events, STEPS/Distant Learner More focused approach to Assemblies. As no longer used for RCT staff are present at assemblies- message being reinforced.We have now moved to a weekly model for assemblies. Termly pupil voice events Pupils to come to one SLT meeting per term Pupils to attend some PSV Feedback sheet for pupils to be created- On hold until COVID guidance allows it.	Data from learner focus groups, Pupil Councils. Increase the volume of children commenting on digital platform and improve quality of the self-assessment. Pupils are now commenting on their own work through the digital platform- e-portfolios and dojo.	This has been carried forward as it would put forward to term 4 and due to COVID 19 was not started. Assemblies now have a focused theme each week related to RRS etc.	SMT June 2021 June 2021- measure impact of digital patform
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;	**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	Continue to develop protocols for managing attendance and measuring impact on attainment To review weekly those young people not attending due to COVID 19 anxiety. Moderation activities/attainment Appropriate staff trained	Improved attendance Improved engagement Close work with parents to ensure attendance improves. On-going assessments and teacher judgements of what needs improved and how to improve it.	Considerable increase in number of parent meetings Improved support from SFDW to encourage children to come school. This must be addressed though as attendance still isn't improving for a very small number of young people.	SLT Aug-June

| SQA; Track One system) | | • Appropriate data is used to identify areas for improvement at all levels
 • 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
 • Start to engage with school produced tracking within a pathway for each cohort.
 • Target setting by educators and pupils is embedded across the school/setting | Part of planning cycle and SLT moderation and RPS charter

 Individuals progress track through ULTA (SEEMIS) and Tracking within the pathways.
 Learning conversations between learners where appropriate.

 Use of SIMD data to help target those at risk of missing out. | | Moderation cluster events cancelled due to COVID. Start back in session 20/21. Due TBC.

 Staff are beginning to use the tracking of pathways to help support learners and develop their understanding of the achievement of a level. | PT Ped
 June

 SLT |

Dundee City Council Children and Families Service **RAISING ATTAINMENT PLAN FOR SCHOOL / EDUCATIONAL SETTINGS** **Session 2019/21**	**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 . • We now have a digital learning platform with 80% engagement of parents. • Review curriculum rationale to take into account intelligence not just data of our school context beginning at our 2 year old room. • All classes will use the digital platform to deliver high quality consistent L& T.	Add literacy and come in line with central policy Establish working group with clear rationale using PSDA model to continue to improve areas within literacy, numeracy and digital throughout the school. Creating a sustainable model from PT of Ped. 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 SLT per term HR support is engaged at an early stage when challenging underperformance Staff trained on the use of the platform. This will also help to ease the transition into blended learning if required.	Number of high-quality learning episodes. Class visits will be good or better. External scrutiny and improvement partnerships scrutiny. L& T will reflect policies and mi standard of a lesson. Bespoke Rowantree standard embedded. Digital CLPL for staff Parent engagement and pupil engagement of digital platform. We will know it is a success if we have over 90% engagement.	All staff have had the opportunity to contribute to a L&T policy bespoke for Rowantree PS. We have had some professional learning around this however, it has highlighted our curriculum rationale is not fit for purpose and needs to be reviewed. Much more focus has been on core values rather than our VVA. It has become clear that ASN both recorded and not recorded is much more significant and has become worse through lockdown- COVID.	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	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.)	See above All staff working with young people have 'bank' of ideas and skills to help avoid dead time Develop teacher craft Part of curriculum development and staff meeting devoted to working on a new curriculum		Curriculum rationale has to better reflect the context of the school and community (8th poorest in Scotland) Use intelligence and data to inform this. E.g. SIMD data, police concern forms, TATC, MOSAIC case notes More staff have an understanding of ow to differentiate learning and can	SLT

(The primary driver is NOT senior phase - shift away from "courses" S1-S3)		• 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 curricular areas, using standard Dundee formats	rationale taking into account the current restrictions and also take views of all stakeholders.		use progression frameworks to plan learning experiences. Aug onwards 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 Digital Learning Platform/Relationships 3 Literacy/Moderation 4 Numeracy 5 Developing Pedagogy Staff to continue to work on their own development plans and on-going plans through WTA to develop staff skills and ensure quality L&T.		Cluster wide transition did not happen due to lockdown and COVID. Prof dialogue has improved and staff have an understanding of age and stage app development however learning ep do not always reflect this. Despite moderation and prog frameworks being used there is still a reliance on whole class lessons. Up until lockdown our in-service days were used effectively but this was lost due to lockdown. Due to the change in landscape guidance form Scottish Government L&T is now different and staff and pupils need time to adjust to this.	

Dundee City Council Children and Families Service **RAISING ATTAINMENT PLAN FOR SCHOOL / EDUCATIONAL SETTINGS** **Session 2019/21**	**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 Young person and their voice more involved in the TATC process where app.	Quality of dialogue all stakeholders are able to express what these are. An increase of pupil voice at TATC and pupil meetings regarding their wellbeing.	Rowantree has moved 100% to an electronic record of wellbeing meetings. TATC mins and records on MOSAIC. MOSAIC being used much more y social work- increased quality due to social work at home working. Procedure tightened and safeguarding forms completed regularly. All of these are shared with staff. Next steps- move towards electronic PPR.	
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	An alternative to exclusion is including in our ASN policy but mainly reflects the Dundee Good Practice Checklist. However, there is still a very high vol of violent incidents and whilst we are following desolation and regarding guidelines there is very little feedback on this from the central team. We have achieved Bronze for our RRS. We are working towards achieving Silver.	Collegiate time Working group

		<mark>relationships resulting in all schools/settings having a Relationship Policy in place.</mark> • <mark>Restorative practices are used to resolve conflict, to support self- regulation, to reduce disruption and on return from exclusion</mark>			
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)**	<mark style="background:lime">• Focused discussions regularly take place on every individual child</mark> <mark style="background:lime">• 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)</mark> <mark style="background:lime">• An agreed core data set is in place, which is used to monitor/track progress</mark>	Each child is discussed and action plans where appropriate To have stronger focus on our attainment meetings ad targeted children.		The needs of our learners are being met more quickly but this still has to e scrutinised regularly at tour pupil welfare meetings- actions if required however the school has zero exclusions.
All schools are rigorous about the implementation of DCC policies re attendance	**1.3** **3.2** **2.3**	<mark style="background:lime">• All tracking and monitoring systems feature the key measures of attainment, attendance, care experienced status, young carer status, SIMD, CP register, ASN</mark> <mark style="background:lime">• 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</mark>			
Wider Achievement is recognised and rewarded		<mark style="background:red">• Clear and consistent processes are in place for promoting, monitoring and tracking wider achievement for all pupils</mark>	Develop passport of wider achievement- carried forward	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