

Dunbar Primary School Improvement Plan

2016-2017



Context of the School

Dunbar Primary School is a very large school split over two campuses; the role continues to rise as additional housing is planned for Dunbar. We currently have 1211 pupil, 33 classes in the main school and 8 classes in our nursery. John Muir Campus houses our nursery with a roll of 240, P1-P3 classes of 399 pupils and our Wraparound care facility. We also have an Authority Communication Base for primary pupils; all pupils allocated a mainstream class and where possible, depending on the severity and need, we aim to integrate them into class as much as possible. Lochend Campus opens this session with 572 pupils. A new extension is now complete that includes an additional 4 classrooms, music room, meeting room and support room.

The Headteacher has no class commitment; there are 5 deputies all with 0.2FTE FTE, two based at each campus and one who has responsibility for the Cove. The school is also supported by a full-time PT Inclusion and Support, and a PT 0.6 who has responsibility for the nursery and one other PT with full-time class commitment. Pupils are supported by 3 full and 2 part time additional support needs auxiliaries and the equivalent of eight full-time classroom assistants.

We see ourselves are a community school and work hard to engage with and support the community of Dunbar. We have very supportive and proactive parents, a large and enthusiastic volunteer network and pupils who are engaged and motivated to learn.

Dunbar Primary School Aims and Rights Respecting School Charter

Successful Learners – (Article 14 and 28)

Every child has the right to an education. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of. Every person in school must respect this right at all times.

I will do my best to be happy at school and to make it a happy place for others.
I will do my best to take part in all school activities.
I will keep learning and keep getting better so my learning is the best it can be.
I can explain what I have to do to get better at things

Responsible Citizens – (Article 14 and 23)

Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights. We must respect the rights of parents to give their children guidance about this right. (Article 14)

I will do my best to take care of everyone and everything in our school.
I will do my best to respect people who live in our community and the world beyond our school gates.
I am learning to make my own choices and decisions.

Confident Individuals - (Article 29 and 31)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights. Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

I will believe in myself.
I am confident enough to have a go!
I am happy to share my successes.

Effective Contributors – (Articles 12, 13 and 15)

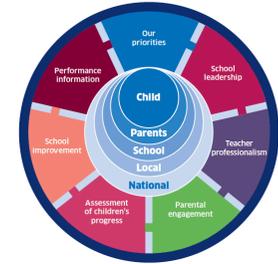
Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously. Children have the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights. (Article 12 and 15)

I can work well with others to get a task done.
I can use what I have learned in different situations.
I can accept the opinions of other people even when I don't agree with them

National Priorities

In line with the National Improvement Framework, school improvement priorities should clearly articulate with the following 4 key priorities in session 2016/17:

- **Improve attainment, particularly in Literacy and Numeracy**
- **Close the attainment gap between the most and least disadvantaged children**
- **Improve children and young people's health and well-being**
- **Improve employability skills and sustained, positive destinations for all young people (DYW 3 to 18)**



Local Priorities



Curriculum

- Develop and implement curriculum programmes of learning across all schools within the broad general education
- Review the curriculum within the senior phase across all secondary schools with stakeholders

Learning Teaching and Assessment

- Develop a policy to ensure consistency in our approaches to planning learning, teaching and assessment and ensure our assessment evidence is valid and reliable, particularly at key milestones.

Leadership

- Build capacity for leadership at all levels to drive improvement at a school and local level to continue to drive forward our vision for children and young people in East Lothian.

Self-evaluation for self-improvement

- Extend our approaches to self-evaluation for self-improvement across our schools



School Priorities

Based on your self-evaluation of the following QIs to include actions towards addressing the areas for improvement identified:

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

Include reference to the actions and approaches being taken forward to improve the effectiveness of moderation of teacher judgement of CfE levels in Literacy and Numeracy.

Include actions identified from the SEE survey and employee engagement survey.

Priority: To raise the attainment in reading and close the gap in less able readers

Actions	Drivers for improvement	When/Who	Impact/Evidence
<p>Introduce a more consistent and coherent reading policy and programme, across the school, aimed at specifically teaching reading strategies – Reflective Reading input for all teachers, classroom assistants, nursery nurses and parent volunteers.</p> <p>Focused Literacy activities in Primary 1 – flexible curriculum to suit each class context – initial term focused on developing talking and listening, developing vocabulary and developing strong phonics skills.</p> <p>Use of POLAAR for specifically identified pupils in November/December with follow-up actions as required: Phonics recovery, 1:1 support</p> <p>Staff from DPS to participate in developing EL ‘curriculum frameworks’ in Language & Literacy (social studies, science)</p> <p>Increase the amount pupils read at home and promote reading practise at home with parents and wider community using ‘Dunbar Unplugs and Reads’</p> <p>Parents, pupils and teachers to run Readathon to promote reading at home and to raise funds to purchase specific reading materials to support improvement, engage and motivate our pupils.</p> <p>Running Feb/March 2017. Measure impact with parental and pupil surveys.</p> <p>Introduce a school policy on ‘Literacy Support’ aimed at ensuring all pupils; parents and teachers are all aware of the support they can expect, when difficulties are identified.</p> <p>CAT for teachers & CA on Dyslexia – October 16 Information evening for Parents to launch new policy.</p>		<p>16th August 2016 SMT PT I&S Literacy Co-ordinators All teachers and CA</p> <p>P1 teachers/NN attend training 23rd Aug</p> <p>DHT to identify with teachers pupils in need of additional support – November</p> <p>Initial staff Aug-Dec Whole school staff scrutiny groups : 20/1, 3/3, 2/6</p> <p>Sept 16 – May 17 HT & Literacy co-ordinators</p> <p>DHT/EP/Literacy co-ordinators Whole school staff by Jan 2017</p> <p>PT I&S Parent event – Nov 16</p>	 <p>Attainment data will show an increase using : AR data and Star Reader tests in September, January and June SWST when analysed from initial test in September and the six months retest. Data from 2016/17 INCAS will show progress in cohort scores and overall trends.</p> <p>Class data analysed through quadrants at 3 tracking meetings. Teacher judgement will be matched to latest INCAS data. Tracking meetings to examine lowest 20% in each class/stage and to identify support strategies and set individual targets with follow-up sessions to review progress New EDI data will impact on school priorities and we will use this to address any initial changes required Stage, school and cluster Moderation activities to support staff confidence in identifying pupils reaching secure – use of new Level by Level resources to support ‘secure judgements’ from Education Scotland</p> <p>Survey Monkey questionnaire for parents and pupils prior to and after Dunbar Unplugs and Reads initiative to show % increase in amount reading, parent/pupil engagement linked to improvement in reading age.</p> <p>School will work towards achieving ‘Dyslexia Friendly School Award’ by June 2017 to support our new policy on Literacy Support.</p> <p>Parental satisfaction ratings regarding the support offered will show an increase.</p>

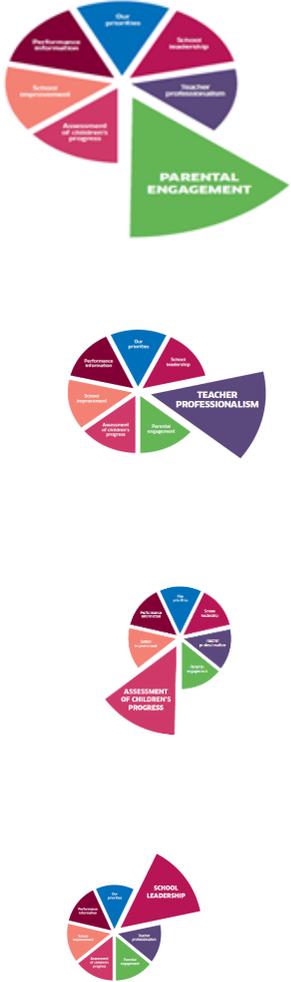
Priority: Improve the attainment and close the gap in numeracy and mathematics

Actions	Drivers for improvement	When/Who	Impact/Evidence
<p>Trial ‘Count Me In’ (attainment challenge funded project) Nursery/Primary 1/Primary 2 numeracy support group development work aimed at low achieving pupils and supporting work for parents</p> <p>Staff from DPS to participate in developing EL ‘curriculum frameworks’ in Mathematics/Numeracy</p> <p>Staff Survey using SSLN questionnaire re; confidence in maths – follow-up CAT from DHT targeting areas teachers have identified as development needs</p> <p>Numeracy Academy Conference - 22nd February and 2 follow-up CAT sessions will support staff in developing vocabulary, confidence and specific skills to improve teaching numeracy.</p> <p>Workshop activities for pupils and parents to support maths at home and engage parents in a dialogue about numeracy.</p> <p>Maths Coordinator to offer ‘drop-in sessions to support staff with numeracy who have not attended the numeracy academy.</p>	  	<p>HT/Numeracy Co-ordinator/C Assistants Aug 16-March 17</p> <p>Initial staff Aug-Dec Whole school staff scrutiny groups : 20/1, 3/3, 2/6</p> <p>DHT – September 16 All staff</p> <p>Maths coordinators /DHT/HT</p> <p>January 17 DHT/Numeracy Co-ordinators/All class teachers and support staff</p> <p>Monthly</p>	  <p>Pupils will demonstrate improvement in phase 1 skills in oral assessment from September – January Pupils will be able to join whole class activities and differentiated group work at improved level within 10 weeks PIPS initial and final data will be used to identify participants and will show impact of programme.</p> <p>Increased confidence and teaching skills in teachers across all areas of mathematics - questionnaire and teacher observations School/LA framework provides clear guidance and progression to support teachers and pupils.</p> <p>Data from INCAS will show progress in cohort scores and overall trends. Individual targets will be set with class teachers in August. Class data analysed through quadrants at 3 tracking meetings. Setting target of reduction of 10% pupils below or well below average. Pupil Focus group work with lower attaining pupils Stage, school and cluster Moderation activities to support staff confidence in identifying pupils reaching secure.</p> <p>Initial and follow-up parent survey to gather evidence of support areas required and levels of confidence.</p> <p>Staff report increase in confidence in using support materials and teaching activities.</p>

Priority: Review H&WB programme to reflect need to support pupils emotional well-being and embed GIRFEC and SHANNARI

Actions	Drivers for improvement	When/Who	Impact/Evidence
<p>Review and update the current H&WB programme to ensure links to SAL, SHANARRI, GIRFEC, reflects principals of Curriculum for Excellence and is updated to include the new programme – ‘Knowing Me, Knowing You’.</p> <p>Create and link assessment of H&WB into the tracking programme to ensure we are collecting relevant data to allow teachers and pupils to make sound judgements on progress of a level.</p> <p>Further development work in Making Thinking Visible and Cooperative Learning to support teaching and learning.</p> <p>Improve emotional, social and mental well-being through pupil development group giving all pupils a voice in school improvement, and to address evidence of development work identified in SEE survey and Knowing Me, Knowing You survey.</p> <p>Staff from DPS to participate in developing EL ‘curriculum frameworks’ in Health and well-being</p> <p>Development of Targeted Support/Homework Group – ‘Harbour Lights’ to meet the needs of specific pupils identified in our lowest 20% and needing support.</p> <p>Establish Dunbar Breakfast Club to support identified pupils to ensure equity of provision and encouragement.</p>		<p>October in-service Led by H&WB co-ordinators & HT</p> <p>Cooperative learning trainers and NTV participants</p> <p>Whole school staff scrutiny groups : 20/1, 3/3, 2/6</p> <p>PT Inclusion & Support and Church Youth Worker</p> <p>ASN/CA and identified pupils to set up and run DHTs to monitor</p>	 <p>Carry out Well-being survey with P3-P7 pupils to gather evidence of improvement of understanding, support and satisfaction.</p> <p>Evidence from ‘Pupil Friendly’ HGIOS4 and target questions from SEE survey – gathered by Pupil Development Group</p> <p>Decrease in exclusions / Increase in attendance levels</p> <p>Use of H&WB wheels and agreed assessment materials. (link to new programmes being developed by EL development group)</p> <p>Pupil engagement and participation in lessons is enhanced by the use of CL and MTV – pupil/teacher survey</p> <p>Pupil/SEE survey indicates improvement in well-being and increase in % of pupils who feel they have a great input in school life.</p> <p>School/LA framework provides clear guidance and progression to support teachers and pupils.</p> <p>For targeted pupils - Increase in homework and reading activities being completed, pupils’ attainment, attendance and behaviour improved.</p> <p>Improvement in attendance and reduction in ‘lates’ in these identified pupils</p>

Priority: A coherent and progressive framework for planning – The Cove

Actions	Drivers for improvement	When/Who	Impact/Evidence
<p>Share all current class plans and discuss pros and cons.</p> <p>Gather examples of current planning formats from other departments/ schools</p> <p>Review and discuss current planning formats. Update/adapt. Discuss how IEPs, CSPs, SHANARRI, GIRFEC are linked and included in the new format.</p> <p>Introduce and pilot the new formats across The Cove</p> <p>Share all class plans and discuss pros and cons.</p> <p>Evaluate the plans for;- fitness for function, ease of use, time taken to write, whether understood by outside staff e.g. supply.</p> <p>Redraft as appropriate.</p> <p>Decide what will be shared with parents and when (Possibly Meet the teacher Night could share plan outline or curriculum evening.)</p> <p>Questionnaire to staff and parents to evaluate how useful the planning information was.</p>	 <p>The diagram shows four circular icons, each with a central theme and several surrounding segments. The themes are: PARENTAL ENGAGEMENT (green), TEACHER PROFESSIONALISM (purple), ASSESSMENT OF CHILDREN'S PROGRESS (pink), and SCHOOL LEADERSHIP (red).</p>	<p>October in-service</p> <p>CAT sessions over course of school session</p> <p>Whole department staff scrutiny group</p> <p>Cascade to ASN Auxiliaries</p> <p>DHT to monitor</p> <p>October 2017 Evaluate</p>	 <ul style="list-style-type: none"> • A coherent and progressive framework for planning. • Robust planning programme in place. • a more consistent and coherent policy and programme for planning across The Cove. • To establish good consistent practice. <ul style="list-style-type: none"> • Provide opportunities for all staff to share expertise, contribute and look at best practice. • Share good practice from each class and elsewhere. • Discuss useful formats that could link to assessment • Increased confidence from staff. • That there will be a consistency of approach throughout the Cove • To improve clarity for teachers. <ul style="list-style-type: none"> • Individual information on each pupil that will build up to provide a picture of the whole child's learning. • To improve learning as the approaches will be consistent for the individuals and all classes.

Maintenance for Session 2016/17

1+2 French in DPS – this year this programme will be rolled out in Primary 2, we will ensure that all staff have received training by the end of 2017/18 –currently 26 out of 40 have attended an ELC course.

Developing the Young Workforce – part of our cluster plan to highlight the importance of skills development and link the World of Work with a whole school week of activities in February 2017. This aspect of the NIP will be a focus of our development plan in session 2017/18, however we already have aspects of this embedded into our whole school skills programme, pupil voice and enterprise activities and career education programme