

# Dunbar Primary School Improvement Plan



2017-201



## 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 as 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)

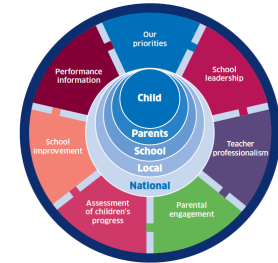
Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously. Children have the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights. (Article 12 and 15)

- 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.





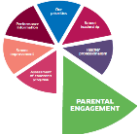
Include actions identified from the SEE survey and employee engagement survey and our recent reviews in the school and The Cove in May and June



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

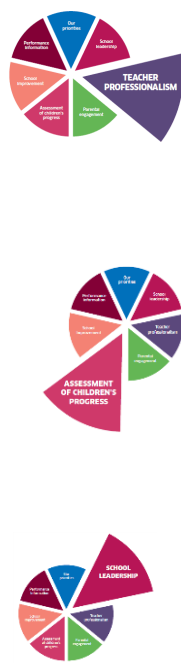

| Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Drivers for improvement                                                                                                                                                                                                                                                                                                                                                                                                                                      | When/Who                                                                                                                                                                                                                                                                                                                                                                           | Impact/Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>N-P3 staff to be trained in new phonics &amp; reading programme Read Write Inc to begin in August for P1-P3 pupils (PEF)</p> <p>New post of Early Years Literacy Support Teacher appointed using PEF for 1 year to oversee the successful implementation of RWInc</p> <p>Inform and support parents with new RWInc programme through workshops, leaflets, open mornings and home support activities</p> <p>Introduce ‘Word Boost’ programme activities to nursery pupils to develop vocabulary and provide information for parents/carers to support at home via workshops and drop-in sessions</p> <p>Introduce ‘stay and play ‘in nursery and ‘find out Fridays’ in school to encourage parents to join in learning activities to support our pupils at home</p> <p>Track and monitor progress of all learners using Benchmarks and school systems , including quadrants, to identify learners not making appropriate progress and put timely and appropriate support in place</p> <p>Differentiation a priority for all class teachers to ensure that tasks and assessment meet the development of breadth, challenge and application.; activities supported by SMT</p> <p>All teachers engage in professional enquiry to support raising attainment and closing the gap with activities related to their specific class/pupils/stage.</p> <p>Introduce an updated school literacy policy to reflect the variety of programmes and strategies used across the school, the support available reflecting the EL Literacy Support Policy.</p> |  <p>The 'School Leadership' diagram includes: Vision, Strategy, Quality Improvement, Learning, and School Improvement. The 'Teacher Professionalism' diagram includes: Professionalism, Quality Improvement, Learning, and School Improvement. The 'Parental Engagement' diagram includes: Parental Engagement, Quality Improvement, Learning, and School Improvement.</p> | <p>14th August 2017<br/>N-P3 staff/SMT/CA/EYLST attend training</p> <p>Follow-up training and development day in September 2017</p> <p>PT &amp; Nursery Staff<br/>September 2017</p> <p>HT/SMT and Class teachers throughout 2017-2018</p> <p>SMT &amp; Class Teachers</p> <p>All class teachers</p> <p>HT/DHT/EYLST<br/>October 2017</p> <p>PTs Inclusion, Equity and Support</p> |  <p><b>Impact:</b></p> <p>Increase in number of pupils achieving appropriate CfE level in reading, writing, talking &amp; listening.</p> <p>Increase in identified (less able) pupils reaching appropriate level in literacy</p> <p>Increased staff confidence in identifying pupils reaching secure – use of new benchmarks, holistic assessments and curriculum frameworks through moderation at stage, school and cluster.</p> <p>Teachers, pupils and parents are aware of the support available when difficulties are identified.</p> <p>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><b>Evidence:</b></p> <p>Evidence from RWI assessments</p> <p>Increase in CfE levels at P1, P4 and P7 through teacher judgement and standardised assessments</p> <p>POLAAR assessments in November highlight pupils who have made progress following identified support needs.</p> <p>Focused classroom observations on differentiation</p> <p>Class data analysed through quadrants at 3 tracking meetings to identify support strategies and set individual targets with follow-up sessions to review progress.</p> <p>Feedback from staff at planning, monitoring and tracking meetings</p> |

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| Staff training in the use of new Scottish National Assessment for P1, P4 and P7 |  | TBC by ELC | Parental satisfaction ratings regarding the support offered will show an increase – developed at Child’s Planning Meetings |
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| <b>Priority: Improve the attainment and close the gap in numeracy and mathematics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>Continue <b>‘Count Me In’</b> Primary 1/Primary 2 numeracy support group development work aimed at low achieving pupils and supporting parents in helping with home learning</p> <p>J Leiberman/H Bennett to run First Steps to Leadership projects aimed at improving the teaching and learning of numeracy to raise the attainment of pupils between P5 – P7</p> <p>Introduce ‘stay and play ‘in nursery and ‘Find out Fridays’ in school to encourage parents to join in learning activities to support our pupils at home</p> <p>All teachers engage in professional enquiry to support raising attainment and closing the gap with activities related to their specific class/pupils</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>Staff training in the use of new Scottish National</p>  |    | <p>HT/C Assistants</p> <p>Initial staff Aug-Dec<br/>Whole school staff scrutiny groups :<br/>20/1, 3/3, 2/6</p> <p>DHT – September 16<br/>All staff</p> <p>Maths coordinators /DHT/HT</p> <p>January 17<br/>DHT/Numeracy Co-ordinators/All class</p> | <p><b>Impact:</b><br/>Pupils will demonstrate improvement in phase 1 skills<br/>Pupils will be able to join whole class activities and differentiated group work at improved level within 8 weeks<br/>Raised assessment in Numeracy specifically P5-P7 by identifying the pupils with gaps in progression and [roviding identified support. Attainment to reach 80%<br/>Increased confidence and teaching skills in teachers across all areas of mathematics - questionnaire and teacher observations<br/>School/LA framework provides clear guidance and progression to support teachers and pupils.</p> <p><b>Evidence:</b><br/>Data from INCAS will show progress in cohort scores and overall trends. Individual targets will be set with class teachers in August.<br/>Class data analysed through quadrants at 3 tracking meetings. Setting target of reduction of 10% pupils below or well below average.<br/>Pupil Focus group work with lower attaining pupils<br/>Stage, school and cluster Moderation activities to support staff confidence in identifying pupils reaching secure.<br/>Focused classroom observations on differentiation.</p> |

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| Assessment for P1, P4 and P7 |  | teachers and support staff | Initial and follow-up parent survey to gather evidence of support areas required and levels of confidence.<br><br>Staff report increase in confidence in using support materials and teaching activities. |
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**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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>Introduce new behaviour policy and programme – ‘Ready to Learn’ focusing on positive behaviour and aimed at limiting pupil disruption of teaching and learning</p> <p>Create and link assessment of H&amp;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>Introduce ‘Relax Kids’ Mental H&amp;WB programme to support development of strategies that pupils can use to develop confidence and resilience.</p> <p>Further development work in Making Thinking Visible and Cooperative Learning to support teaching and learning to ensure consistency across all stages and develop use of MTV to support planning, assessment and evaluation of 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 Well-being survey</p> |  | <p>DHT</p> <p>Emma Lines, Relax Kids</p> <p>Cooperative learning trainers and MTV participants</p> <p>PT Inclusion &amp; Support and Church Youth Worker</p> <p>ASN/CA and identified</p> |  <p><b>Impact:</b><br/><b>Parents are aware of the new behaviour programme and indicate a positive</b></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&amp;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> |

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| <p><b>Food Project;</b></p> <p>Continue Targeted Support/Homework Group – ‘Harbour Lights’ to meet the needs of specific pupils identified in our lowest 20% and needing support.</p> |  | <p>pupils to set up and run DHTs to monitor</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> <p>Decrease in exclusions</p> |
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| <p><b>Priority 3 : Tp develop 1+2 Language across the whole school</b></p> |                                |                 |                                                                                     |
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| <p>Actions</p>                                                             | <p>Drivers for improvement</p> | <p>When/Who</p> | <p>Impact/Evidence</p>                                                              |
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| <p>Embed French from P1-P5 through daily classroom routines and experience including active learning with songs, stories, play, etc</p> <p>Staff to engage with progressions from E to 2<sup>nd</sup> level through CLPL, support from Cluster co-ordinator (Lucy Hare), observing good practice and team teaching across stages.</p> <p>Continue to meet with DGS and cluster primary schools to share good practice and moderate activities.</p> <p>Use IT to support teaching and learning</p> <p>Arrange parent/carer meeting to inform about classroom activities and supporting learners at home.</p> <p>Develop planning for L3 for introduction in 2018/19</p> |  | <p>All staff throughout 2017-2018</p> <p>1+2 co-ordinator and reps at each stage:<br/>Lucy, Amber, Sheena, Aline, Jenny MacD, Chrissie, Kirsty, Eilidh, Charlene</p> <p>1+2 Development Officer</p> | <p><b>Impact:</b></p> <p>Increased capacity to devliever 1+2 at all levels</p> <p>Increased pupil awareness of conversational language and everyday usage.</p> <p>Common approach to delivering 1+2 languages across all cluster schools and secure effective differenetiation between P7 to S1</p> <p><b>Evidence:</b></p> <p>Use of French embedded into daily practice across the school</p> <p>Focused classroom observations by SMT and peer assessment</p> <p>Feedback from pupil focus groups shows high levels of enjoyment and challenge – 80% pupils agreement</p> <p>Feedback from staff at stage meetings</p> <p>Feedback from P6 &amp; P7 language specialist</p> |
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Following on from ELC Review we have identified the following additional activities we will implement for next session :

### **Maintenance for Session 2017/18**

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 2018. 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