

School Improvement Planning Returns to Local Authority (2019 - 2020)

School: Duncow, Dunscore & Moniaive

Date: May 2019

1. Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in ensuring excellence and equity for all learners.

Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

Our Vision, Values and Aims

School Statement

At the heart of our schools is a shared vision where everyone works collaboratively to ensure the best outcomes for all our learners. Everyone is treated with respect and is valued as a contributing partner in achieving our aims.

Learning and working together to achieve excellence in education and to provide inspiration for everyone on the journey of life-long learning.

Our school motto:

Duncow: 'Working together for excellence'

Dunscore: 'To be the best that we can be'

Moniaive: 'Learning Lots – Learning Well – Learning Together'

Review Date: Our vision, values and aims were reviewed across all three school communities in term 3 of session 2017-18 and are currently on display in each school. We will formally review these at the start of session 2020-2021.

Review Activities (as appropriate) We will reflect on the above over the session as we embark on our Rights Respecting Schools journey and update our Relationships and Anti-bullying policies.

Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims. (If these have not been recently reviewed, please indicate likely review date).

2. School Improvement Progress Report

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 4 key priorities and the 6 NIF drivers.

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>School Priority 1: Update planning, tracking and monitoring systems to reflect finalised benchmarks and recent professional learning in moderation at school, Partnership and Cluster events.</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver Assessment of children's progress.</p> <p>HGIOS QIs: 2.3 Learning, teaching and assessment. Theme 3 Effective use of assessment. Theme 4 Planning, tracking and monitoring.</p>	<ul style="list-style-type: none"> • Work on planning, tracking and monitoring systems has facilitated focused reflection and quality professional discussions with teachers at school and Partnership level. • Teachers have worked collaboratively to develop a more comprehensive understanding of effective tracking and monitoring focusing on securing progress for all with an emphasis on children facing adversity in learning. • Children are beginning to develop a better understanding of how well they are progressing and what they need to do to improve. • SLT have engaged with teachers in more robust tracking discussions ensuring the progress of all learners is monitored, particularly targeted individuals and groups. • Teachers and learners have benefited from Cluster and authority moderation focusing on professional judgements and developing holistic assessment. • Our Parent Survey 2019 results reflected that 90% think their child enjoys learning at school, 86% believe their child is making good progress in their learning, 78% say the school gives them appropriate information on how to help their child at home. 	<ul style="list-style-type: none"> • This focus will continue to track learner progress through a level, supporting teachers' professional judgements. Teachers will continue to look inwards and outwards • Teachers will use the authority BGE 4 stage assessment criteria to further improve their professional judgements of progress through and achievement of a level. • Further develop children's targets ensuring these link clearly to assessment and success criteria. • We will provide more opportunities for parents to be involved in planning their child's learning and how to help at home by further development of Parent Information leaflets and through ongoing curricular workshops.

<p>School Priority 2: Develop teaching and learning through STEM: Science, technology and digital learning to enhance skills in DYW.</p> <p>NIF Priority Improvement in employability skills and sustained, positive school leaver destinations.</p> <p>NIF Driver School improvement.</p> <p>HGIOS 4 QIs: 3.3 Increasing creativity and employability.</p>	<ul style="list-style-type: none"> • Learners have improved their skills and confidence in using digital technologies, particularly in coding and programming. • Resources have been identified and purchase e.g. Lego Wedo, Project Moon and a variety of coding websites. This has been supported by working with the STEM team and using the expertise of some of our parents. • Children’s digital literacy skills have been developed by learning how to make informed choices on which digital resources can enhance their learning. Children have developed their understanding on how to be safe online through class work and partnership work with Community Police, Holywood Trust and NSPCC. • We hosted our 1st Partnership Science Day, all 3 schools worked together on a variety of science and technology learning activities developed specifically to their stage. 	<ul style="list-style-type: none"> • Teachers will continue to collaborate at school, Partnership and Cluster level to continue to provide challenges for children in coding and programming. • They will also continue to work with partners from the STEM team to support with innovation and broaden learning opportunities. • As a Cluster we will improve teacher knowledge and confidence on Internet safety and awareness with CEOP trainers.
<p>School Priority 3: Continue to embed language 2, French. Develop a sustained focus on language 3, Spanish</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver School Improvement.</p> <p>HGIOS 4 QIs: 2.3 Learning, teaching and assessment. 3.2 Raising attainment and achievement.</p>	<ul style="list-style-type: none"> • All children from P1-7 benefit from regular exposure to French vocabulary including greetings, numbers and weather. P6-7 continue to follow a more formal programme in class which is supported by a visiting specialist from WHA on a 3 week cycle. • P5-7 are learning a range of Spanish vocabulary. Teachers are developing confidence however progress is limited and inconsistent due to staff confidence and ability and as Spanish as L3 is unable to continue beyond P7. • P5-7 at Moniaive have benefited from a parent supporting learning in Spanish up-leveling children’s vocabulary and teacher confidence. 	<ul style="list-style-type: none"> • Continue to afford children regular opportunities to develop French vocabulary and classroom language at all stages. • Work with Cluster colleagues and establish a working group to plan our approach to L3.

2.1.1 Report on the impact of PEF

- Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?
- How rigorous is the school's approach to providing robust evidence of closing the attainment gap?
- How well are you removing barriers to learning and ensuring equity for all?

Moniaive

- Ongoing work on a whole school Nurture Approach including our breakfast club has helped identified children to improve their wellbeing and resilience. This has helped ensure they are more ready to learn and able to make better progress in literacy and numeracy.
- Focus teaching groups for identified pupils have been successful in closing the gap in literacy and numeracy. Class teachers have reported progress for most involved in these groups. A review of overall progress will be completed at the end of term 4 to allow teachers to measure the success and identify next steps.
- Kindles were purchase to motivate children in reading for enjoyment. This has proved beneficial for targeted children in helping them talk about their reading preferences and developing their reading skills.

Dunscore

- Additional learning assistant time was provided for a term to support identified children in literacy and numeracy, supported by ASLT. This was key in creating equity for the identified groups allowing them to experience success and collaborate with their peers.
- Kindles were purchase to motivate children in reading for enjoyment. This has proved beneficial for targeted children in helping them talk about their reading preferences and developing their reading skills.

Duncow

- Additional numeracy resources were purchased and used effectively to raise confidence and attainment for targeted children by using concrete materials to improve their mental calculations.

2.2 Summary of Key Strengths and Areas for Improvement (What is our capacity for continuous improvement?)

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change.</i> 	<p>Children are closely supported by staff in developing their ability to articulate the values of the school. Most can link this to our school motto and explain what it is like to be a pupil in Duncow, Dunscore and Moniaive PS. The P7s across the Partnership are at the early stages of identifying common positive aspects across all three schools.</p> <p>Work at school and Partnership level has focused on developing teachers' professional judgement of children's progress through and achievement of a level. Moderation and professional dialogue takes place at School, Partnership and Cluster level. Teachers have worked collaboratively to update and moderate our tracking and assessment to ensure we can systematically track children's progress through a level.</p> <p>Staff are improving how they evaluate and record progress on improvement priorities, developing a more evidence-based approach. Teachers engage more in evaluating progress made on our improvement priorities and are challenged to evidence measurements of successes. Work</p>	<p>All staff, pupils, parents and partners will engage in dialogue to ensure a shared understanding of our school vision, values and aims within the context of each school. We have registered with UNICEF for the Rights Respecting Schools Award to formalise children's learning in this area.</p> <p>Staff will continue to benefit from stage collaboration across the Partnership and Cluster moderation to further develop our shared understanding of the standards. This will lead to consistent high-quality learning and teaching, increasing the level of pace and challenge and raising attainment.</p> <p>Staff will be given further opportunities to lead developments to secure better outcomes for all children, including PEF projects employing critical thinking and robust self-evaluation to measure success.</p>	<p>Duncow Good</p> <p>Dunscore Satisfactory</p> <p>Moniaive Good</p>

	is ongoing to develop children's targets to support this		
<p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> 	<p>Teachers work hard to maintain a positive learning environment where everyone is encouraged to make good progress. This is supported by the quality of relationships between pupils, parents and partners based on mutual respect. Learning intentions and success criteria are shared in most lessons ensuring children know the purpose of their learning and what they can do to improve. Children benefit from a range of opportunities to lead and contribute to the life of the school, through pupil voice groups, assemblies and pupil run activity groups e.g. dance club, confidence club and art club.</p> <p>Teachers encourage collaborative working, evidenced by most children being able to work well together. This support our positive and inclusive learning environment, underpinned by our vision, values and aims. Teachers know their learners well, demonstrated by their understanding of individual learning styles and carefully tailored questioning. Interventions are well-timed and identified through close observations, questioning and assessments. Digital technologies are used effectively to motivate and enhance children's learning experiences e.g. Lego Wedo, Studyladder, Clicker, Accelerated Reading.</p>	<p>Provide more meaningful opportunities for learners and parents to be involved in the planning of learning. Children's individual target will be further developed to ensure they have more ownership of their learning and can talk confidently about what they can do and what they need to do to improve.</p> <p>Further opportunities for stage collaboration and professional discussion will focus on developing a shared understanding and agreed, moderated standards of what high quality learning and teaching looks like across our school.</p>	<p>Duncow Good</p> <p>Dunscore Satisfactory</p> <p>Moniaive Satisfactory</p>

	<p>Teachers have engaged with the benchmarks to support their assessment of children’s learning. Learning conversation focus on developing children’s skills in better understanding themselves as learners and increase their confidence in talking about their strengths as learners and identify their next steps for improvement.</p> <p>Positive progress has been made in updating our systems of tracking to ensure we use a range and balance of information to support teacher judgement. This includes standardised data, direct observation, effective questioning and written evidence. The new tracking formats developed have been well received by staff and support the SLT in monitoring this.</p>	<p>Work is ongoing to further develop the reliability and validity of our assessments and provide opportunities for robust moderation of these to support high quality learning and teaching in all classes.</p> <p>This will continue to be a major focus next session through work at school, Partnership and Cluster level and with the support of our QAMSOs. Increasing the robustness and challenge in tracking meetings will further support this development.</p>	
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<p>All staff work incredibly hard and are committed to making all members of our school community, welcome, valued and included. This is evidenced in our approach to inclusion and our recent work on the United Nations Conventions on the Rights of the Child. Children are developing their ability to talk about their rights and link this to our school vision, values and aims. To confirm our commitment to learning in this area we have registered with UNICEF to work towards achieving the Rights Respecting School status.</p>	<p>Staff will work collaboratively to develop improved systems of tracking children’s wellbeing. This will improve children’s understanding of what the wellbeing indicators mean to them as individuals and allow more robust tracking of this by the SLT.</p>	<p>Duncow Good</p> <p>Dunscore Satisfactory</p> <p>Moniaive Good</p>

	<p>All staff are aware of and comply with statutory requirements and are committed to the principles of GIRFEC. Staff have engaged in professional learning to increase their understanding of how universal, individual, targeted and group interventions will lead equity and excellence. Children feel listened to and know that their views are listened to. All children receive 2 hours of quality P.E. each week.</p> <p>IEPs and interventions are developed in a timely manner to ensure equity for all. PEF interventions including a nurture approach and breakfast club have had a positive impact on identified children. Attendance is monitored regularly and appropriate supports put in place as required. We work closely with all agencies to support children facing barriers to learning e.g. the Care Experienced team.</p>	<p>The ASLT and SLT will work together to ensure more robust assessment of progress with children’s IEP targets.</p> <p>Further opportunities to explore, understand and celebrate diversity will be facilitated through our Rights Respecting work and key themes at whole school assemblies.</p>	
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners’ achievement</i> • <i>Equity for all learners</i> 	<p>Teachers have engaged in moderation activities at Cluster level, led by QAMSOs. This is ongoing and is developing teachers’ shared understanding of standards in literacy and numeracy.</p> <p>Teachers and SLT have engaged in work to develop more robust systems of tracking children’s progress, using a range of assessment information to inform teacher judgement.</p> <p>Children have the opportunity to participate in a range of activities helping them to achieve these include: accordion, gardening, dance, sports, ukulele and guitar, homework club, coding club and a variety of HWB groups.</p>	<p>This will continue with more opportunities at school and Partnership level as well as with our Cluster. Tracking meetings will focus on sustain children progress in reading and writing and raising progress in maths and numeracy.</p> <p>We are beginning to use the authority 4 stage BGE criteria to further support teacher judgement of learners’ progress through a level. This will improve the reliability of teacher judgement.</p> <p>There is scope to widen and consolidate the range of opportunities afforded to children. This would lead to an established programme of opportunities targeting a</p>	<p>Duncow Good</p> <p>Dunscore Satisfactory</p> <p>Moniaive Satisfactory</p>

	<p>Teachers know their learners well within the context of the school and the community and have a good understand of socio-economic background. This has facilitated the identification of interventions to address individual needs. We have identified gaps in children’s learning and addressed this through additional teacher input and working with partners e.g. Opportunities for All and the Care Experienced team. PEF interventions have targeted needs in HWB and provided a nurture approach to address identified needs.</p>	<p>range of children’s interests and increase greater equity for all children to achieve.</p> <p>Teaching staff and SLT will work together to develop more robust tracking of this to ensure we analyse our data more thoroughly to effectively identify children at risk of not achieving and monitor the impact of selected interventions.</p>	
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<p>As a Partnership we have developed our planning formats to ensure appropriate coverage of learning experiences and outcomes and to ensure we fully incorporate the principles of curricular design. All staff understand their role in developing the responsibilities for all in every learner. Our focus on STEM and digital technology has motivated learners to raise their aspirations by building on their interests, prior knowledge and skills and relate them to the world of work.</p>	<p>As a Partnership we will look at providing additional and more meaningful opportunities for children plan their own learning and apply their skills in a variety of contexts.</p>	
<p>2.7 Partnerships – Theme 3: Impact on Learners</p> <p>The impact of parental involvement on improving children and young people’s learning.</p>	<p>Teachers have very effective relationships with parents and partners. Learning Conversations provide an important opportunity for parents to be involved in their child’s learning journey through focused discussion on what their child can do and next steps for improvement. We continue to offer curricular workshops for parents. Sharing the learning events give regular opportunities for parents to see what skills</p>	<p>We are looking to build on this next session by further developing curricular workshops allowing parents’ engagement to have a positive impact on raising attainment.</p>	

	children have been developing. Parents have been working with the school to share their expertise and knowledge in the world of work as well as helping us with developing children's skills in coding and in teaching modern languages.	
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3. SCHOOL IMPROVEMENT PLAN 2019 - 2020

Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)
<p>School Priority 1 Improving the quality and pace of learning and teaching to support raising children's attainment in literacy and numeracy</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy/Closing the attainment gap</p> <p>NIF Driver School improvement/Teacher professionalism</p> <p>HGIOS4 Qis 2.3:</p> <ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment <p>3.2:</p> <ul style="list-style-type: none"> • Attainment in literacy and numeracy • Attainment over time 	<p>Children will benefit from an increased pace of learning allowing them to achieve and will have more opportunities to plan and lead their learning.</p> <p>Teachers will benefit from collaborating with colleagues and to further develop progression pathways and develop a shared understanding of highly effective learning and teaching.</p> <p>Teachers and learners will benefit from improved use of assessment to support high quality learning and teaching. This will ensure teachers can effectively track children's progress through a level and children know their strengths and what they can do to improve.</p>	<ul style="list-style-type: none"> • Ensure consistency of learning and teaching approaching with a clear focus on pace and challenge. • Increase the level of planned differentiation to meet the needs of all learners. • Planned learning activities to ensure all children are highly motivated, challenge and engaged, developing greater independence and the ability to lead their own learning. • Provide regular opportunities for stage collaboration and moderation at school, Partnership and Cluster level. • Children given more responsibility to plan and lead their learning. • Develop coherent progression pathways in listening and talking. • Building on work on undertaken 2018-2019 to reflect the national standards in numeracy by developing clear development pathways. 	<p>SLT/Class Teachers PEF – focus teaching groups and individuals. (Dunscore & Moniaive)</p> <p>All staff – Term 1</p> <p>HT/Class Teachers - ongoing</p> <p>Class Teachers Term 1</p> <p>FC spelling – December 2019</p>

<p>School Priority 2 Improve our use of assessment information to support teacher judgement on achievement of and progress through a level. Improve whole school approaches to assessment, monitoring and tracking.</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver Assessment of children’s progress</p> <p>HGIOS4 Qis: 2.3:</p> <ul style="list-style-type: none"> • Learning and engagement • Effective use of assessment <p>3.2:</p> <ul style="list-style-type: none"> • Attainment in literacy and numeracy • Overall quality of children’s achievement 	<p>Teachers will benefit from school, Partnership and Cluster moderation activities to further develop our shared understanding of the standards to support them in making their professional judgements. Learners will benefit from having their learning needs closely monitored and implementing timely interventions to ensure they make appropriate and sustained progress. They will be more confident in talking about their skills and what they need to do to improve.</p>	<ul style="list-style-type: none"> • Provide opportunities for stage collaboration and moderation at school and Partnership level. • Tracking meetings will take account of the Authority 4 stage assessment criteria. • Develop a whole partnership assessment framework which outlines key assessment evidence. • Teachers will bring evidence supporting their judgement to tracking meetings. • Review how we record and track our assessments of children’s progress. • Improve the quality of feedback given to children to ensure they know how to improve and can talk about their learning. • Children’s target setting to be further developed and linked to planning, learning & teaching and assessment and shared with parents. • Further develop whole school tracking tool to support accurate predictions and progress through a level. 	<p>SLT</p> <p>SLT/Class Teacher in tracking meetings</p> <p>SLT – December 2019</p> <p>SLT</p> <p>Class Teachers</p> <p>HT</p>
<p>School Priority 3 Review and update policies to ensure the wellbeing entitlements of all learners</p> <p>NIF Priority Improvement in children’s and young people’s health and wellbeing</p> <p>NIF Driver School Improvement/School Leadership</p> <p>HGIOS4 Qis 3.1:</p> <ul style="list-style-type: none"> • Wellbeing • Fulfillment of statutory duties • Inclusion and equality <p>1.3:</p> <ul style="list-style-type: none"> • Developing a shared vision 	<p>Children will benefit from a more robust approach to wellbeing underpinned by GIRFEC. They will be able to articulate their rights and what they mean to them. Teachers will be able to assess and track children’s progress in health and wellbeing and the skills being developed. Children will be more confident in talking about their wellbeing and what the indicators mean to them.</p>	<p>Update school policies for</p> <ul style="list-style-type: none"> • Relationships, • Respect me (antibullying), and Homework. • Embark upon RRS journey • GIRFEC/Wellbeing web PASS, linked to monitoring and tracking. • Develop the impact of pupil voice, further developing children’s’ skills in literacy and numeracy 	<p>MM Dunc, CR Duns EW Moni</p> <p>KD Dunc, EW Moni CR Duns FC play-based learning approach</p>

