**Dundee Primary School**

**School Improvement Report**

**Session 2018-2019**

 

Clepington Primary School

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This document shares and celebrates the improvements in our School and embraces all ages and stages. It is based upon our School Improvement Plan for session 2018 – 2019.

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| **School Vision, Values and Aims:** Believe You Can AchieveAt Clepington we CAREChallenge Ambition Respect EqualityWe have high expectations for all of our learners and we ensure that our environment is inclusive and meets the needs of all of our learners in order that they reach their full potential. We aim to ensure that all children have access to a broad range of experiences that encourage creativity and lifelong learning.  |

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| **Context of the School:**Clepington PS sits in a built up area of the city in the Maryfield area. 44% of the school role live in SIMD 1&2. Analysis of our data shows improvements in reading, writing and listening and talking at P1, P4 and P7, and in numeracy in the early years and upper stages. However, we require to improve numeracy across the middle school and continue to raise attainment in writing across the whole school. Approximately 25% of our children have English as an additional language. We are an Enhanced School with additional staffing to meet the needs of our children across the school with a variety of additional support needs.  |

**Attainment Data 2018- 2019**

(percentages)

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|  | **Reading** | **Writing** | **Talking and Listening** | **Numeracy**  |
| **Primary 1**(CFE Early Level) | **80%** | **70%** | **89%** | **79%** |
| **Primary 4**(CFE 1st Level) | **79%** | **74%** | **89%** | **68%** |
| **Primary 7**(CFE 2nd Level) | **81%** | **74%** | **88%** | **74%** |

**Review of Improvement Progress for Session 2018-2019**

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| **School Improvement Priority 1:** Almost all children can articulate their learning.  |
| **Progress and Impact** **Progress:*** Staff participated and reflect on a variety of CLPL to ensure that teaching approaches engage, challenge and enhance learning experiences eg. OSIRIS, Learning Intentions and Success Criteria, Big Write
* Quality Assurance programme focused on quality Learning and Teaching
* Professional Buddy system focusing on sharing practice and collaborative working to improve practice

**Impact:*** Raised attainment in reading by 13% P1, 1% P4, raised attainment in writing by 13%, 2% and 8% across P1, P4 and P7, raised attainment in numeracy by 5% and 3% in P1 and P7.
* Closed attainment gap in reading and writing at P1,P4 and P7, in listening and talking at P1 and in numeracy at P4 and P7.
* Increased confidence of staff with 86% of staff feel confident in creating LI/SC linked to planning is Good or above
* 21% of staff feel they have improved the creation of LI linked to planning at Good or above following input
* Focus on Learning Culture
* Learning Leaflets (sharing learning with home)
* Focus on Learning and Teaching with all staff (Writing, Challenge and LI/SC)
* Leadership of learning (P7 focus)
* Home Learning activities with families
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| **Next Steps:*** High quality learning and teaching in all classes.
* Progression planning ensures progression of learning across all stages.
* High quality planning, assessment and moderation approaches.
* Collaborative Action Research project focusing on learning and teaching and writing
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| **School Improvement Priority 2:** Develop a whole school positive ethos and culture.  |
| **Progress and Impact****Progress:** * Planned professional reading in relation to positive relationships and set up professional reading library in staffroom
* Staff Teacher Learning Communities to embed Paul Dix strategies
* Develop clear expectations of behaviour across all areas of the school eg. dining hall, playground, around the school and in classrooms
* Focus on wellbeing indicators – safe and included as part of H&WB focus and assemblies
* Reviewed our vision and values and promoted across the school to ensure consistency and clear school vision

**Impact:** * Increase in staff confidence in leading change
* Staff see themselves as leading change and clearer focus on next steps in improvement journey
* Greater consistency across the school – rules, agreed consistencies, classroom environment
* Increase in children stating they feel safe in school
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| **Next Steps:*** Develop a clear curriculum rationale which is shaped by our vision and values to ensure consistency and accountability.
* Ensure nurturing relationships and positive behaviour is fostered across the school.
* All practice across the school is embedded in our vision and values.
* Teacher Learning Communities to continue to focus on Paul Dix strategies to lead positive change
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**Improvement Priorities for Session 2019 -2020**

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| 1. Raise attainment and close the poverty related attainment gap.
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| 1. Develop a whole school positive ethos and culture where our vision and values are embedded in practice
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| 1. Ensure our learners take responsibility for their own learning, success and achievements
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<https://parentzone.org.uk/>

**Further Information can be found at:**

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|  |  |  | Image result for additional support needsDundee Education Plan<https://www.dundeecity.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf> |
| National Improvement Framework<http://www.gov.scot/Publications/2016/01/8314> | HGIOS 4 Self-evaluation <https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf> | Tayside Plan C&FS[External Link](http://dmlink.dundeecity.gov.uk/WebRep/CeRDMSGetNodeContent/OTgetNode.php?node=a6969ea7679c6ca7a609)   ' Tayside\_Plan 1a.pdf' |  |

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