

Standards, Quality and Improvement Plan for Rowanfield School



Standards and Quality Report for session: 2013/2014

Improvement Plan for session: 2014/2015

Mission Statement

At Rowanfield, we aim to offer a safe, nurturing and stimulating environment for our young people whose social and emotional difficulties and consequential behaviours can pose an issue to themselves within mainstream education settings.

We aim to support our pupils so that they can make good progress from prior levels of attainment and achievement. We aspire to actively engage them in their learning and to take responsibility for the setting personal targets and improving their behaviour. We want them to be proud of their school environment and of their achievements. We aim to help our young people focus on developing respect for themselves and for others in order to maximise their experience of Primary School and be presented with opportunities to be reintegrated into their community.

Vision, Value and Aims

Our Vision

Rowanfield is a safe and nurturing place of learning where we help our young people build skills for life and have high hopes for their future.

Our Values

Respect Teamwork Belief Commitment Fun

Our Aims

To maintain a positive environment where children feel safe and are nurtured.

To provide an inclusive, creative and challenging curriculum that engages our learners.

To model appropriate behaviour and mutual respect.

To build self-esteem by nurturing talents and interests.

To engage parents and carers, partner agencies and the wider community.

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Standards and Quality Report

2013/2014



1. The School in Context

Rowanfield is situated in the North of Edinburgh and is a citywide, multi-agency school for primary aged children with severe and complex social, emotional and behavioural needs. Rowanfield opened in November, 2002, under the Public/Private Partnership. It is a purpose built school consisting of teams that work with children and their parents/carers. There is a city wide multi-disciplinary process to assess placements at this school.

Our pupil population is transient due to new learners arriving, and others leaving to move on to a mainstream setting or to another specialist provision. This process happens throughout the school year.

The building is divided into three learning and teaching areas, each of which has three classrooms, a nurture space and support base and a general purpose area. Other spaces include the gym hall, art room, teacher resource room, family room, nurture classroom, sensory room, therapy room, meeting room, visiting therapists' room, outdoor education resource and a support for learning area.

The management team consists of the Headteacher, Depute Headteacher, Principal Teacher and a part-time Business Manager. Our staffing model reflects the degree of individual care and attention that our young people require to help meet their needs. The school has a multi-agency approach to working with our young people and this includes Educational Psychologists, Speech and Language Therapist, Occupational Therapist, School Doctor, Nurse and Health Assistant and Community Mental Health Workers. In addition to this we work in partnership with our school Family Support Worker and Barnardos. There are currently 8 classes and the child to teacher ratio is 6:1. We also offer Relax Kids and The Zone nurture class for those who require this input. In addition, there are Nursery Nurses and Behaviour Assistants who make up our Behaviour Support Team. We also we Pupil Support Assistants working throughout the school to support both the pupils and their families.

Since 2010 our improvement agenda has focused on improving climate and relationships, teamwork, and consistent approaches to understanding and managing behavior. This enabled us to ensure our young people were in school more, engaged in their learning, and working towards achieving their potential. As we move into session 2014/2015 we intend to focus on the redevelopment of our Vision, Values and Aims and continue to journey through our curriculum map so that we can provide our learners with a broad, general education which is engaging, creative and exciting.

The information in the following Standards and Qualities Report reflects the evidence gathered from various sources including our whole school self-evaluation and discussion and feedback from our stakeholders.

Rowanfield has an active role within the Craigroyston Cluster.

2. School's self-evaluation

1.1 Improvements in performance

- **Standards of attainment over Time**
- **Overall quality of learners' achievement**
- **Impact of improvement plan**

Overall, improvements in performance at Rowanfield is good.

As the school cohort changes throughout each session it can be difficult to build a picture of whole school attainment from year to year. We therefore carry out various assessments to ascertain the value added attainment and achievement that individual learners make during their time with us.

Analysis of all of our assessment information indicates that that attainment for the majority of learners, who had comparative data, have made good progress in all aspects of literacy and numeracy. However, due to the complexities of the needs of our young people, only some have attained within their expected curriculum level.

Though only a few learners have made progress in spelling, most have had the confidence to participate in the Rowanfield Rockets spelling programme and a few have made very good progress. Analysis of data suggest that spelling, handwriting to improve spelling and reading comprehension will be part of the improvement agenda next session.

Most of our learners are securely attaining their end of unit assessments and in maths and some are beginning to be able to use appropriate strategies in problem solving; though this area will be a focus for improvement. We also intend to look at continuous revision of the basic functions to support our current cohort and to support new learners who are entering school at a lower attainment level with significant gaps in learning.

We continue to use the Boxall profile as a gauge of where our learners are developmentally. Two profiles are completed each year which allows for comparisons. There are 20 strands within a Boxall that are used to identify current levels, successes and areas of development. Our data shows that the majority of our young people have made progress in 1-4 clusters. Success may be erratic for individuals as scores within the profile can be adversely affected by changes in circumstances at home such as bereavement or a change in carers. However, our general trend shows improvement.

Health and well-being is at the heart of what we do at Rowanfield and being ready to learn is fundamental to our success. Therefore all of our learners have and IEP with long and short term targets, formulated from the information gleaned from the Boxall. In session 2013/2014 less than half achieved their long

term target but the majority achieved their short term targets. The formulation of long term targets will be reviewed as we move into our next session.

Every class in school continues to have 2 hours of PE per week and all learners have the opportunity to experience outdoor education for 1 full day each term and participate in residential activities. Within the PE aspect of Health and Well-Being the majority of our learners are working within first level. Most P7 pupils have achieved their appropriate curriculum level.

All learners have a personal achievement chart which is kept in the classroom and all achievements, including school club awards, are collated and recorded in individual pupil profiles within our school tracking system.

Attendance continues to improve for individual learners and the school's overall attendance is towards a high level in line with national averages. Our exclusions have again declined in number and we have had only 2 instances of children on part-time timetables. Attendance and exclusion data will continue to be closely monitored.

We have continued to be successful in utilising shared placements and have supported our learners in accessing mainstream and other specialist provisions through improved transition. A systematic and timely approach to child planning and reintegration process enabled a smoother move for our P7 leavers', the majority of which reintegrated into a mainstream provision.

Our improvement plan has had a positive impact on the progress our learners have made in literacy, numeracy and health and well-being. Our consistent approach to gathering assessment data is enabling us to identify gaps in learning and develop next steps. We intend to further streamline this process in terms of collating and analysing data for individual learners.

There has been a lot more focus on personal target setting and we have been able to present our learners with more opportunities for wider achievement and areas of responsibility across the school.

All staff are involved in aspects of school development and our systematic and consultative approach to partnership working has ensured a strong sense of common purpose throughout the school and wider community. Health professionals have approached the school to discuss ways in which they can further improve the transition process for new learners. This structured support has helped our young people feel safe and nurtured and therefore better equipped to engage in their learning.

Our systematic approaches to self-evaluation has helped inform our improvement planning. Being more outcome and impact focused which has also had a positive influence on our school.

Next steps

- *Raise attainment in literacy, with a focus on spelling, handwriting and comprehension; and numeracy with a focus on basic skills and problem solving strategies*
- *Improve the standard for formulating IEP long term targets using information within the Boxall profile*
- *Develop data rich portfolios for each learners to better measure 'value added attainment and achievement'*

2.1 Learners' Experiences

- ***Learners are motivated, eager participants in their learning***
- ***Learners know their views are sought and acted upon and they feel valued***
- ***Learners feel safe, nurtured, healthy, achieving, active, included, respected***
- ***Learners make good progress in their learning***

Overall learners' experiences at Rowanfield are very good.

Learners' experiences are very well planned and organised by staff. In order to keep our learners engaged, staff have to present innovative and exciting lessons and activities. Learning intentions are made clear and feedback and encouragement is consistent throughout most lessons.

There is a systematic approach to encouraging learners to return to their classrooms if they have had to take time out. We intend to introduce Emotions Talks to enhance our current strategies.

Rowanfield learners demonstrate increased success in attainment, display more confidence in their abilities and, with support, are taking more responsibility for their behaviour. In terms of social and emotional progress, some are now able to reflect accurately on the reasons they have been placed at Rowanfield and are ambitious and confident that they will be able to achieve a positive destination back into their communities and many aspire to return to a mainstream provision. We intend to nurture this ambition as a means of raising expectations.

A city wide ICT refresh gave us new computers with Windows 7. We also migrated over to Office 365 giving us access to Email and the One Drive. At a school level we invested in our ICT plan; 'Engaging the Disengaged' and purchased new interactive whiteboards; iPad Minis to facilitate 1:1 in the upper school; and various pieces of classroom equipment including music centres and cameras. This gave us high quality resources and so enabled confident users to embed ICT and technologies in their learning and teaching. We will continue to invest in our ICT plan and focus on developing ICT skills for staff.

We have implemented 'Apple Pie Thinking' as a means of providing our learners with a motivational toolkit to encourage high order thinking skills. Our young people are showing curiosity and are asking questions about their learning and are keen to develop the next steps. Some are showing an ability to transfer their knowledge and skills between curriculum areas. We hope to develop this further and link it with our numeracy improvement, i.e. problem solving, and our current assessment activities.

Time is given each week for discussion and high quality feedback with regards to learning and development. Learners are then involved in setting and reviewing their targets, therefore giving them greater ownership of their learning and achievement. Some have a clear understanding of the progress they have made and what steps they need to take to continue to develop their targets and lead their learning. We would like to improve the feedback process to include understanding progress within the whole curriculum, particularly for learners in the upper school.

P7 learners are proud of their end of stage transition portfolios so that their secondary school teaches have an idea of their latest and best work. All other pupils have RED (Record of Education and Development) folders so that we can collate pupil's successes and achievements, samples of work and IEP summary. We will continue to develop these next session.

Our young people are actively involved in the life of the school and they continue to be presented with opportunities to participate in activities within the wider community in order to develop life skills. For example, some of our learners have been involved in community events at Oaklands School and group of children took part in the Drake Music Project and performed at the Queen's Hall with all the other Edinburgh special schools.

We continue to offer a wide range of experiences and increased opportunities for achievement through attending school clubs. All of our young people participate in the 'Rowanfield Bronze-Silver-Gold Awards Scheme'. Progress is mapped through the completion of a set of activities within a structured framework. The majority of our learners have achieved their Bronze award and a few have achieved Gold. The rest of our young people are working towards the completion of their Silver.

Our learners have been presented with numerous opportunities to experience outdoor education throughout this session. This has included the activities within the local and wider environment. We intend to extend and improve this practise by developing a programme which further explores outdoor learning, assessing risk and developing life skills.

Learners are consulted regarding their views on learning and school development at Rowanfield through the Pupil Council forum. Our learners are keen to share good practice and successes and achievements with others through presenting in school assemblies, participating in house activities and discussing school development through our various school committees. We would like to improve the way we gather pupils' views on learning and teaching and better our sharing classroom experience agenda.

Next steps

- *Introduce Emotions Talk to enhance current approaches to get learners 'back on track'*
- *Increase pupil ambition and expectations*
- *Further develop high order thinking skills and link to problem solving and numeracy improvement*
- *Develop life skills in real situations*
- *Improve the feedback process so learners understand the progress they are making*

5.3 Meeting Learning Needs

- ***Tasks, activities and resources***
- ***Identification of learning needs***
- ***The roles of teachers and specialist staff***
- ***Meeting and implementing the requirements of legislation***

Resources are well organised and topics are planned in advance and work is differentiated where appropriate to ensure everyone has the opportunity to reach their individual learning outcomes.

Setting in literacy and numeracy ensures that our learners can work within their ability groups, with some learners getting 1:1 teacher/pupil support assistant time if and when required. We continue to focus on improved assessment so that next can steps be well planned.

We continuously assess the needs of our learning cohort and identify areas which are pertinent to personal development, e.g this session a team from CAMHS came in to work with some learners on Anger Management and Barnardos delivered Seasons for Growth.

Other resources we can utilise are Setting, the Zone, and additional support for learning, Chillax Suite, Support Bases, Relax Kids, support groups, play therapy, and 1:1 pupil support where possible.

We have Rowanfield staff committed to the delivery of The Zone and Relax Kids. The Zone nurture class offers pupils' literacy/numeracy, social skills health and well-being development.

All of our learners have the opportunity to access Relax Kids as a means of learning self-regulation strategies. Activities are also designed to help improve pupils' happiness, behaviour, concentration and confidence. Feedback suggests that learners find Relax Kids easy and enjoyable and they like experimenting with different sensory options. We also offer our parents Relax Adults so they can learn strategies that could be used at home with their child and we have shared practice with all other special schools at a CPD training event. This session we plan to increase 'self-regulation' strategies toolkit for learners.

We continue to focus on raising confidence and increased expectation. We openly discuss hard work and achievement with our young people and we actively encourage them to challenge themselves.

We ensure our learners are given opportunities to develop social skills within the safety of the school environment and then present them with situations in the wider community, where they can transfer these skills within a variety of situations. We would like to extend this practice and offer our young people more opportunities to develop life skills in real situations.

Our Behaviour Assistants and Nursery Nurses have taken up membership as the Behaviour Support Team, and are working together to formulate ways to improve strategies and systems across the school for better intervention planning. This includes the development of risk assessments and crisis plans for high level pupils, the analysis of support base data. The Behaviour Support Team can then share information at weekly team meetings so that appropriate supports can be put in place for our young people. We need to focus on consistent standards and approaches to how information is recorded.

The Pupil Support Assistants now have a more clearly defined role and, whilst they do still support behaviour, their main responsibility is to focus on learning and teaching.

Positive steps have been taken so that all factors that may hinder learning are identified and addressed. We continue to look at the impact of the physical learning environment to ensure it supports school ethos and it has enabled us to reorganise the use of the school accommodation so that it can be utilised effectively.

Staff know our young people very well as individuals and, as part of transition procedures, we have further improved the process for sharing information regarding new learners.

The Support for Learning teacher has been working with learners on baseline, spelling, reading and numeracy tests for new and existing pupils. This

information has helped us identify the success of current programmes and where focused intervention is required for individual learners. There is now a Rowanfield Assessment Timetable so that all staff are aware of what is being assessed and who has responsibility. We intend to focus on developing individual attainment profiles for all our young people.

We maintain good contact with parents through phone calls from teachers and support staff, and home books to discuss the achievements and needs of individuals. This information is collated and added to SEEMIS to help us build up a picture of needs and how we can provide appropriate support.

This session, all staff have undertaken training in understanding ASD and ADHD, working with young people with ODD, and Emotions Talk. This has developed staffs' understanding of the needs of our learners so that they can provide appropriate supports to help our young people feel safe, supported and nurtured within their learning environment and therefore better equipped to engage in learning. We continue to revisit the use of de-escalation strategies and restorative practices and intervention planning. All staff are CALM trained and practice and reflective discussion sessions are now mandatory. All staff are re-verified as required.

Our link Educational Psychologist worked closely with the management team to draw up a plan for the year and provided support in implementing relevant tasks and training within our Improvement Plan.

We have a joined up, cohesive approach to health care and planning for learners. Some of our support comes from outside agencies and project groups, e.g. social workers, BECSS (Barnardos), EFSS, parent support group, play therapy, occupational therapy, speech and language therapy, CAMHS, Barnardos, Sunshine Project and Seasons for Growth.

Staff are discussing and sharing good practice within team meetings and as part of sharing classroom experience. Staff have completed the Creating Confident Staff programme as part of their CPD in order to develop their understanding of what influences positive mental health and emotional well-being, and how we can best promote it in ourselves and the children we work with.

All of our young people have input at their Child Planning Meetings through the supported completion of the 'Child's Views' documents. Pupils are also invited to attend all or part of their meeting if this is appropriate. In some instances learners have asked to bring samples of work to their meeting. This has been encouraged and may be developed as a standard for future meetings.

We have continued to work closely with the authority to ensure that our IEPs are concise working documents with appropriate targets which are shared with our learners. All IEPs are now recorded on SEEMIS and are linked to the Boxall profiles making the targets coherent and measurable.

We have continued to follow the CSP development plan and there is now a system in place so that we can take a phased approach to gathering the information so that our learners can be assessed for the need for a CSP. We intend to review this process as part of our monitoring and evaluation agenda.

Next steps

- *Increase 'self-regulation' strategies toolkit for learners*
- *Present learners with opportunities to develop life skills in real situations*
- *Focus on developing consistent standards and approaches to recording base room data*
- *Improve our CPM process to include more discussion and feedback about pupil progress across learning*
- *Review of current CSP process*

5.1 The Curriculum

- **The rationale and design of the curriculum**
- **The development of the curriculum**
- **Programmes and courses**
- **Transitions**

Overall the curriculum at Rowanfield is good.

The Rowanfield Curriculum Map was developed as part of our 2013 audit and continues to be our vision and rationale for the curriculum. Our initial identified focus for improvement was the delivery of RME and Science and to present our learners with coherent and challenging curriculum. We are now into our 2nd year of our plan to be a 'Cloud 10' school and staff have reported that they are more confident in their engagement with Curriculum for Excellence and are working together to ensure we meet the CfE entitlements for all our young people.

Guidelines and programmes of study are now in place for Science, RME and Health and Well-Being and we have a framework for literacy. This year we will focus on developing Expressive Arts and continuing with Technologies and ICT.

We have a consistent approach to planning for literacy, numeracy, health and well-being. RME and interdisciplinary learning. Our 'IDL' planning has been improved and there are now only up to 6 outcomes within a plan, 2 of which are given focussed assessment to ensure depth. The broad IDL headline is decided by the teacher. This is presented to our learners who then have an input about the direction of the plan through processes such as mind mapping, KWL charts and discussion. The IDL is then tailored made to be experience and outcome led, offering a range of experiences across the curriculum. Learners have the opportunity to assess their learning throughout their study. Regular monitoring and evaluation takes place through reviewing forward plans and shared dialogue with staff.

Our learners have enjoyed the choices that are presented to them through school focus weeks such as Health, Eco, Science and Literacy. This has been reflected in their sustained interest and taking responsibility for leading their learning and planning next steps. This approach has been so successful that we now intend to extend this practice to include Creativity, and Literacy and Media Weeks so we can work together to deliver the curriculum and ensure relevant, challenging and enjoyable learning experiences.

Staff have a sound knowledge of the SQIP and that the strategic development and implementation of the curriculum is active and on-going. We need to focus on how we can encourage other stakeholders to have an active role in curriculum development and innovation.

There is a more structured approach to ensuring the core components within the curriculum are being taught and we have a process for tracking and profiling pupil progress across the experiences and outcomes.

Tracking has led to more consistency, depth and breadth in the delivery of learning experiences for our pupils. Now in its third year of development at Rowanfield, tracking across the curriculum has allowed us to see at a glance the coverage of Experiences and Outcomes for each learner. With such a diverse and sometimes transitory cohort, this has proved extremely useful for avoiding overexposure or underexposure to Experiences and Outcomes for our learners, highlighting areas for development, and providing a consistent school-wide approach. We intend to further improve this process so that we have a joined up approach to gather tracking and transition information.

Some staff have started to use the information within the trackers to form the basis of feedback and discussion with individuals regarding their progress. We intend to standardise this as good practice.

Clubs and the awards scheme offer a wide choice to learners to help them develop skills for life, learning and work, e.g. social skills club, opportunities for cooking, sporting activities and music.

We have taken a lead role in developing a standard procedure for all learners entering or exiting Rowanfield to ensure the transition process between one school placement and another is smoother; that all information is shared and schools are well informed of the needs of our learners; that we can provide support to suit the needs of individuals during transition and subsequently be contacted to offer advice and strategies. Professionals from CAMHS, NHS and SaLT, have linked with us to start developing a system for health assessments of new pupils as part of an improved transition process. We will continue to focus on improving this process.

Our placement types have included phased starts which supports pupils' endings with previous school and establishments and promotes positive starts at

Rowanfield; split placements; and Rowanfield to mainstream through the reintegration and phased transition process.

P7 learners took part in transition activities to various secondary schools and worked through the process of developing P7 profiles.

We consistently monitor the progress of our learners in terms of readiness to return to mainstream and then we start the transition process as early as possible. This includes initial contact with a mainstream primary or secondary school and linking in with psychological services for support if required. All of our learners have a case coordinator (HT or DHT) to ensure that the process is well managed for all of our young people.

Next steps

- *Continue to prioritise and develop the curriculum for excellence as per our curriculum map, with consideration of new legislation and expectations*
- *Develop strategies to encourage stakeholders to have an active role in curriculum development*
- *Further improve tracking and transition documentation*
- *Develop ways to improve discussion and feedback regarding progress within the curriculum*
- *Continue to develop the transition process*

5.9 Improvement through self-evaluation

- **Commitment to self-evaluation**
- **Management of self-evaluation**
- **School improvement**

Staff are actively involved in whole school self-evaluation activities which have enabled us to identify strengths and areas for improvement. This includes the audit of our current curriculum and the identification of priorities to ensure a positive impact on our young people.

Staff are encouraged to be open and reflective and there is an ethos of proactive improvement and positive change. There is a feeling of focused, forward thinking vision on what we want to achieve which has been well in stages to allow evaluation and consolidation.

There has been focus on how we track our learners' attainment and achievement and, during forward planning feedback there is professional dialogue regarding planning and pupil progress, work presentation and standards. Attainment and progress is discussed with the Headteacher, SfL teacher, and class teacher on a regular basis.

Discussion with learners and the results of our staff questionnaire reflects that the school climate and ethos is very good. Relationships between staff and pupils and pupils and pupils is positive and support can be provided if there is a relationship breakdown. Emphasis is placed on restorative discussion and 'making things right'.

We continue to build and maintain good links and relationships with outside agencies e.g. we have regular RAP (Rowanfield Allied Professionals) meetings where we discuss and evaluate how we can continuously improve the outcomes for our young people.

Curriculum programmes and courses are regularly reviewed through working parties and staff training to ensure a coherent approach to development, learning and teaching and assessment.

Staff continue to show a commitment to reflective practice and lifelong learning and there are opportunities for professional development in house and in activities out with school. There is a more structured and systematic approach to PRD. Staff are taking responsibility to assess their own development and learning needs and identify CPD activities to support and improve learning and teaching. All staff are involved in monitoring and evaluation activities and are given reflective feedback. Staff are now aware of the new PRD recording process.

Rowanfield adopts a co-operative approach to leadership and encourages leadership for all. Our co-operative approach gives everyone the opportunity to be heard and offer critical feedback about the changes within the school. This enables more opportunities for an open approach where the managers are happy to follow as well as lead. This approach is reflected in the number of staff who take lead roles in working parties and lead CPD training to share information and best practice. As a result of PRD, support staff (Behaviour Support Team) are now also involved in preparing information to be shared with staff at an up-and-coming training event.

Staff are committed to moving the school forward. This is reflected in the way they are involved in the development and evaluation of the SQIP, commitment to the progress and attainment of learners, the ability to respond to an ever changing context and the ability to discuss where the school is going and have the skills to share to get us there.

Next Steps

- *Audit our current monitoring and evaluation agenda*
- *Improve the way we gather pupils' views on learning and teaching and our sharing classroom experience agenda*
- *Continue to focus on CPD as a means of sustainable school improvement*
- *Audit and review our tracking over time for literacy, numeracy and health and well-being across learning*

- *Ensure that the information gathered from the observation of practice, learning and teaching and supporting behaviour and are used as part of the self-evaluation process*
- *Devise ways to involve more parents/carers in the self-evaluation and school development process*

3. Summary of evaluations against key indicators

Level 6	Excellent	Outstanding or sector leading
Level 5	Very Good	Major strengths
Level 4	Good	Important strengths with areas for improvement
Level 3	Satisfactory	Strengths just outweigh weaknesses
Level 2	Weak	Important weaknesses
Level 1	Unsatisfactory	Major weaknesses

QI	QI Description	Evaluation 2010/2011	Evaluation 2011/2012	Evaluation 2012/2013	Evaluation 2013/2014
1.1	Improvements in performance	Level 2	Level 3	Level 4	Level 4
2.1	Learners' experiences	Level 3	Level 3	Level 4	Level 5
5.3	Meeting learning needs	Level 2	Level 3	Level 5	Level 5
5.1	The curriculum	Level 2	Level 3	Level 4	Level 4
5.9	Improvement through self-evaluation	Level 2	Level 3	Level 4	Level 4

Evaluation key:

Evaluations against key indicators for the school/service

Education Scotland/Care Inspectorate Inspections

HMIE Date Published	30/11/10	Follow-through letter:	24/04/12
Follow-through	19/03/13-20/03/13	Final report published:	28/05/13

Improvement Plan

2014/2015



Improvement Plan

4. Key areas for school/service improvement

<p>Priority 1 <i>Continue to improve attainment, and achievement in specific aspects of Literacy, Numeracy and Health and Well Being with a focus on tracking and profiling individual pupil progress</i></p>	<p>Overall Responsibility Headteacher</p>	<p>QIs 1.1, 2.1, 5.5, 5.7</p>
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<p>Outcome and impact on children's learning:</p>	<ul style="list-style-type: none"> • Attainment in literacy, with a focus on spelling, handwriting and comprehension; and numeracy with a focus on basic skills and problem solving strategies will increase from prior levels • The Support for Learning teacher will ensuring a consistent approach to gathering assessment data and enable staff to identify gaps in learning • Learners will have greater ownership and involvement in personal target setting • There will be more opportunities for personal achievement and responsibility across the school • We will have a clear understanding our tracking over time for literacy, numeracy and health and well-being across learning • The standard for formulating IEP long term Health and Well-Being targets, using information within the Boxall profile, will be improved • All learners will have data rich portfolios, including CfE tracking information, which better measure 'value added attainment and achievement' • Relationships across the school community will continue to develop and there will be honest and mutual respect between staff and learners
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Tasks	By Whom	Resources	Timescale	Progress
Review current whole school literacy programme and write literacy policy. Deliver training where appropriate.	Literacy Working Party	Key Staff Discussion during teaching staff meetings	Start end of September 2014 and Review (1) in December	
Raise literacy profile, e.g. through cross school learning activities such as literacy focus week, development of school library, reading clubs, spelling walls (Rowanfield Rockets), etc.		Resource folder for staff Time		
Audit current practice for spelling, handwriting and comprehension and develop and new programme. Deliver training where appropriate.		Fresh Start resources		
Develop data rich portfolios to include individual attainment and achievement and progress across the curriculum.	Tracking Working Party			

Develop maths programme to include basic skills and problem solving strategies	Maths Working Party	Problem solving strategy charts	Start end of September - ongoing	
Build maths problem solving activities into core learning activities with a particular focus on word problems (whole school approach) and link to high order 'Apple Pie Thinking' approaches		Timetables Challenge Cards	Review (1) December	
Audit Health and Well-being programme to evaluate progress. Obtain Healthy Schools 2 accreditation <ul style="list-style-type: none"> - Develop Portfolio - SSSM to review - Establish children's HWB committee 	HWB working party Isabell Plews	Key staff	October 2014 - ongoing	
Improve process of formulating IEP long term targets using the Boxall profiles. Provide training.				
SfL to track and record assessment data from a variety of sources. Regular attainment data checks to be completed, i.e. 1 per term	SfL teacher, class teachers and SMT	Assessment materials Data sheet	As per assessment and m&e calendar	
Develop pupils - RED folder to contain attainment and achievement information and samples of work	Sarah Douglas Class teachers	Folders RED overview	Ongoing throughout the session (as per calendar)	

Priority 2 <i>To continue to develop programmes within curriculum for excellence, focus on assessment and moderation and giving high quality feedback</i>	Overall Responsibility Headteacher	QIs 5.1, 5.4, 5.5
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Outcome and impact on children's learning:	<ul style="list-style-type: none"> • There will be a policy in place for delivering the Curriculum for Excellence • There will be a more structured approach to ensuring the core components within CfE are being taught, with Expressive Arts and Technologies (year 2) being our main focus • Learners will engage in high quality feedback and discussion regarding their progress across the curriculum • There will be a more streamlined and consistent approach to assessment and moderation • Learners will have more responsibility for assessing their work across an agreed standard
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Tasks	W/P	Resources	Timescale	Progress
Develop policy for Curriculum for Excellence	CfE	Curriculum Map and 3 year plan	December 2014	
Develop a programme of study for Expressive Arts to include core components	Expressive Arts	CfE documents and planning grids	Jan 2014	
Review guidelines for delivering RME, Science and Health and well-being and ensure all staff are on track	CfE	Overview planners and guidelines	August 2014	
Deliver technologies and ICT training to staff	Sarah Douglas and Rosie Hume	Drop-in sessions	Ongoing throughout the session	
Audit current assessment and moderation activities and develop a set of guidelines. Deliver training where required.	Assessment and moderation	Audit materials	Ongoing throughout the session	
Develop learning walls so learners can self-assess their work in accordance to their levels	Assessment and moderation	Samples of work across CfE levels	Ongoing throughout the session	

Build in curriculum meetings between learners and SMT to engage in discussion regarding their progress across the curriculum (start with P7 learners)	SMT	Attainment and curriculum trackers		
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Priority 3 <i>Improve current practice to ensure that parents and partners are actively engaged in the life of the school and school development and improvement</i>	Overall Responsibility Depute Headteacher	QIs 9.2, 9.3, 9.4
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Outcome and impact on children's learning:	<ul style="list-style-type: none"> Stakeholders will have an active role in curriculum and school development Our improved CPM process will include more discussion and feedback about pupil progress across learning Through the review of current CSP process we can improve outcomes for our young people More parents/carers and school partners will be actively engaged in the life of the school and will be more involved in our work on school improvement There will be a strong sense of common purpose throughout the school and wider community Our learners will benefit from working alongside their parents/carer Parents/carers will have greater opportunities to become involved in their child's learning
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Tasks	By Whom	Resources	Timescale	Progress
Develop opportunities for parents/carers to come into school to work alongside their children	Relevant staff in school and from partner agencies	Relevant staff Space Audit of needs	Ongoing	
Develop our CPMs to include sharing information about curriculum progress, levels of work and samples of work	Class teachers and case-coordinators	Tracker documents and similar information	Ongoing	
Review of current CSP process and make changes to guidelines if required	SMT	Current guidelines		
Share information regarding curriculum development with parents and other stakeholders	SMT and website working party	School website Collated information	Website up and running by October	
Invite parents to be part of the development of our vision, values and aims	SMT	Letter to parents	September 2014	
Send home information to parents regarding the current school improvement strategies, e.g. via newsletter and website links	Headteacher and other relevant staff	Various	Ongoing	

Develop an on-line questionnaire to be for parents and other stakeholders to complete and leave feedback	SMT	Questionnaires (paper copy and electronic survey)	2x throughout the session
Encourage parents/carers and other stakeholders to join 'Friends of Rowanfield' so that they have forum for school development	Depute Headteacher	Base group Interested parents / Carers / partners	Ongoing
Develop and run parent support groups, e.g. Relax Adults (extension of Relax Kids), Seasons for Growth for parents/carers	Hannah Rennwick Barnardos	Group of interested parents	3x per session

Priority 4 <i>To continue to improve learning and teaching, pupil engagement, and pupil attendance</i>	Overall Responsibility Headteacher	QIs 5.2, 5.3, 2.1
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Outcome and impact on children's learning:	<ul style="list-style-type: none"> • We will have a clear understanding of our monitoring and evaluation agenda • Our learners will have more opportunities to share their views on learning and teaching • Learning and teaching will be improved • We will focus on the PRD process to identify CPD as a means of sustainable school improvement • Learners will have developed more 'self-regulation' strategies to help them stay on track and take responsibility for aspects of their learning and behaviour • Learners will be presented with more opportunities to develop life skills, and will be able to transfer some of these skills in real situations. • Better recording and analysis of base room data will lead to focused intervention and pupil attendance in class • Our learners are motivated and eager to participate in their learning Pupils feel safe, supported and nurtured within their learning environment and are therefore better equipped to engage in their learning • Staff will develop a number of new strategies to help them support and engage learners
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Tasks	By Whom	Resources	Timescale	Progress
Improve monitoring and evaluation agenda. Share with staff.	HT	M&E calendar	Ongoing	
Audit learning and teaching for staff and learners. Develop a policy.	HT Sarah Douglas	Audit resources	October and regular review	
Invite learners to be part of the process to develop new vision, values and aims for Rowanfield	HT	Discussion Various activities in teams	August 2014	
Organise training for: <ul style="list-style-type: none"> • Using Apps and ICT to support and engage learners • Emotions Talk – develop an Emotions Talk corner for each base room 	Headteacher Lorna Johnston, Hatty Chick, Linda Corlett	CPD sessions x3	June 2015	
Develop self-regulation toolkit through pupil groups	Hannah Renwick	Time and space within school	June 2015	
Develop a new Outdoor Learning programme to present learners the opportunities to develop life skills in real situations	Susan Barr	Time		

Standardise the approach to presenting base room data	SMT and BST	Data sheets		
CALM training and re-verification for all staff	Depute Headteacher Martin Goodwin	CPD session x1	November 2014	
Continue to revisit the use of de-escalation techniques, restorative practices and intervention planning	All staff	Time x1 per month during team meetings	Ongoing	
Ensure pupils needs are audited and appropriate supports are put in place, e.g. nurture class, relax kids, chillax to be built into timetables where appropriate	All staff	Time for discussion Timetables	Ongoing	

Appendix 1

Rowanfield Data Set – Session 2012-2013

Measures of individual attainment, progress and achievement
CfE Levels - % of learners working within levels

Literacy and English

	Early	First	2 nd	Total no
• 2011-12	31%	55%	14%	42
• 2012-13	24%	59%	18%	34
• 2013-14	18%	67%	15%	33

Maths and Numeracy

	Early	First	2 nd	Total no
• 2011-12	31%	55%	14%	42
• 2012-13	12%	79%	9%	34
• 2013-14	9%	76%	15%	33

PE aspect of Health and Well Being

	Early	First	2 nd	Total no
• 2011-12	%	%	%	
• 2012-13	15%	59%	18%	34
• 2013-14	12%	64%	24%	33

Sciences

	Early	First	2 nd	Total no
• 2011-12	%	%	%	
• 2012-13	9%	68%	24%	34
• 2013-14	12%	61%	27%	33

Expressive Arts

	Early	First	2 nd	Total no
• 2011-12	%	%	%	
• 2012-13	15%	74%	12%	34
• 2013-14	15%	67%	18%	33

Social Studies

				Total no
• 2011-12	%	%	%	
• 2012-13	6%	28%	26%	34
• 2013-14	12%	63%	27%	33

Technologies

	Early	First	2 nd	Total no
• 2011-12	%	%	%	
• 2012-13	15%	68%	18%	34
• 2013-14	18%	55%	27%	33

Religious and Moral Education

	Early	First	2 nd	Total no
• 2011-12	%	%	%	
• 2012-13	9%	76%	15%	34
• 2013-14	15%	61%	24%	33

Measures of learners' progress through developmental aspects

Boxall Profiles - Health and Well-Being

	Improvement in 1-2 clusters	Improvement in 3-4 clusters	Improvement in all 5 clusters	Total no
Boxall Profiles				
• 2011-12	39%	29%	19%	42
• 2012-13	31%	47%	22%	34
• 2013-14	54%	51%	33%	33

IEP Targets

	Long Term	Short Term	Total no
Health and Well Being			
• 2011-12	%	%	
• 2012-13	%	%	
• 2013-14	47%	58%	33

Rowanfield Awards

	Bronze	Silver	Gold	Total no
Achievement in clubs				
• 2011-12	%	%	%	
• 2012-13	95%	9%	-	34
• 2013-14	54%	24%	3%	33

Participation in Clubs

	RASC*	Sporting	Other	Total no
Outwith school				
• 2011-12	%	%	%	
• 2012-13	15%	9%	18%	34
• 2013-14	21%	12%	12%	33

*Rowanfield After School Club

Whole School Outcomes

	2011-2012	2012-2013	2013-2014
Attendance			
• Overall total	92.16%	92.98%	91.50%
• Number of learners with <85%	2	4	4

Exclusions			
• Total number of instances	79	63	59
• % of learners with more than 1 instance of exclusion	34%	35%	39%

Appendix 2

Working Parties and Development Tasks - Overview

Priority 1 - Continue to improve attainment, and achievement in specific aspects of Literacy, Numeracy and Health and Well Being with a focus on tracking and profiling individual pupil progress		
	Lead Role	Support Role
Literacy	Leanne Hepburn	Emma Moffat, Isabelle Plews, Teresa Shimmings, Lindsay Thomson, Cathie Robertson
Numeracy development and High Order Thinking	Rosy Hume Richard de Prey	Sarah Douglas, Teresa Shimmings, Lindsay Thomson, Cathie Robertson
Tracking developing data rich profiles	Richard de Prey	Sarah Douglas, Leanne Hepburn, Cathie Robertson
Health and Well Being audit of procedures	Susan Barr	Len Hawney, Emma Moffat
Priority 2 - To continue to develop programmes within curriculum for excellence, focus on assessment and moderation and giving high quality feedback		
Assessment and Moderation	Leanne Hepburn	Sarah Douglas, Cathie Robertson, Richard de Prey
Expressive Arts	Rosy Hume	Lindsay Thomson, Len Hawney, Jen Chisolm
RME and Science (year 3) Audit and review	Sarah Douglas	Lindsay Thomson, Marie Sneddon
Audit and review HWB (year 3)	Susan Barr	Isabelle Plews, Hannah Renwick
Continue to develop Technologies (year 2)	Sarah Douglas	Lindsay Thomson, Emma Moffat
Priority 3 - Improve current practice to ensure that parents and partners are actively engaged in the life of the school and school development and improvement		
Parental involvement in school improvement	Leanne Hepburn	Rosy Hume, Isabelle Plews
Parent groups	Jackie Barr	Hannah Renwick, Jen Chisolm
School website	Emma Moffat	Leanne Hepburn, Cathie Robertson
'Friends of Rowanfield' and school handbook	Rosy Hume	Leanne Hepburn, Karen Hall
Priority 4 - To continue to improve learning and teaching, pupil engagement, and pupil attendance		
Learning and Teaching Policy	Leanne Hepburn	Sarah Douglas, Richard de Prey
Emotions Talk	Susan Barr	Cathie Robertson, Marie Sneddon, Emma Moffat, Sarah Douglas
Self-regulation strategies	Leanne Hepburn	Jackie Barr, Hannah Renwick