

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

Langlands

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

*"Exceptional Experiences for Life"*

This statement captures the aims of Langlands: to provide a broad variety of experiences for our exceptional pupils to develop their social, communication, emotional, behaviour and independence skills, in a range of environments in which they feel safe and supported in.

We want our school to be a happy, caring and stimulating place of learning for everyone and have a multi-agency approach to achieving this.

#### **Review Date:**

Langlands' Rationale was reviewed and developed by school staff during January 2017.

The on-line school handbook is available: <http://www.dumgal.gov.uk/CHttpHandler.ashx?id=11529&p=0>

This incorporates text from Langlands leaflet which highlights the vision statement, together with our values and aims, as created with input from all stakeholders during the review of December 2014.

The school website link is: <http://www.dumgal.gov.uk/index.aspx?articleid=4272>

#### **Review Activities (as appropriate)**

All school staff and stakeholders will be involved in a review and development of the vision, values and aims in line with Dumfries Learning Town Improvement planning and the relocation of Langlands to the North West Community Campus.

*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><b>School Priority 1</b> Self-Evaluation for Self-Improvement</p> <p><b>NIF Priority</b> School Improvement</p> <p><b>NIF Driver</b> <b>HGIOS?4 / HGIOELC QIs:</b> 1.1 Collaborative Approaches</p>	<p>A whole school approach to Self-Evaluation for School Improvement covers all School Priorities.</p> <p>The areas for improvement were effectively identified through the School Improvement Planning process.</p> <p>The desired outcomes and impact of each Improvement area were clarified by the teaching staff.</p> <p>Self-Evaluation is reflected across all areas of SIP 2018-2019 and the evidence to be gathered has been identified.</p> <p>However, due to the delay in moving to the new school, for a year, this process has been interrupted.</p>	<p>Consolidate recent developments in self-evaluation and embed into future SIP processes.</p>
<p><b>School Priority 2</b> Learning, Teaching + Assessment</p> <p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy</p> <p><b>NIF Driver</b> Assessment of children's progress</p> <p><b>HGIOS?4 / HGIOELC QIs:</b> 2.2 Skills for learning, life + work</p>	<p>The successful implementation of this equipment last session means more equipment was ordered to enable each pupil to have their own iPad. However, BTS have yet to deliver the iPads to school. BTS wished to deliver them to the new build, programming them with apps and setting them up for access to the Internet at the same time. Our delay in moving schools has therefore affected this development. As yet they haven't all been delivered.</p> <p>Still, almost all pupils report they like using iPads to learn and are making good progress. Most staff state the pupils are making progress in their learning using iPads.</p> <p>The range of apps accessed by pupils to augment learning in Literacy and Numeracy caters for their individual needs as evidenced in the tracking</p>	<p>Embed the use of ICT equipment in Literacy and Numeracy learning for all pupils.</p>

<p>2.3 Learning + Engagement</p>	<p>records. We have further extended the range used this session. Following a recent 'Down's Syndrome' training event, our teacher requested the purchase of/ and implemented apps that were recommended, with positive results.</p> <p>Parents were given the opportunity to share the progress of their child in these developments during the Summer term with the Class teachers during Learning Conversations.</p> <p>All of our Senior pupils, where appropriate, have gained SQA National 1 accreditation in a Literacy unit, two Numeracy units and an ICT unit, amongst several others, this session. Almost all have gained a Bronze Personal Achievement Award, which we delivered this year.</p>	
<p><b>School Priority 3</b>  Transitions  <b>NIF Priority</b>  Improvement in children's and young people's health and wellbeing.  <b>NIF Driver</b>  Performance Information  <b>HGIOS?4 / HGIOELC QIs:</b>  1.3 Implementing improvement + change  2.4 Targeted support  2.6 Arrangements to support learners and their families</p>	<p>Our move has been postponed several times, resulting in almost a years' delay. Pleasingly, our ambition to achieve a smooth transition for almost all stakeholders to the North West Campus seems to be on track, as our school staff remain extremely positive. All staff report positively, in feedback questionnaires, that the pupils will be well supported in the move; most think it was very good.</p> <p>It is still the case that: Almost all of the pupils were unaware of the necessary planning + preparation for the move. Following an ongoing, massive logistical operation, all resources have been reviewed and were itemised and packed. The physical move of these items was a great success. The contract with RICOH meant we were not allowed to move the copier/printer ourselves. This resulted in a wait of 8 weeks for this to be re-located in our new build. Staff were extremely stressed in the end.</p> <p>Ongoing communication with parents has ensured they were involved and well informed of the moving process. The Parent Council was re-elected at the end of 2018. Parents have given good verbal feedback on their visits to the new build in the past and we have further visits planned this term. Parents of pupils enrolling in August 2019 are delighted with all the facilities.</p> <p>The morale reflected in the verbal feedback from of all staff has been very good during our transition visits and eventual move. Further training events, information sessions took place before we moved in March. As some staff have worked in Langlands for a considerable number of years, there will, no doubt be some emotional barriers to overcome for them too.</p>	<p>Establish Langlands in our new surroundings and review individualised provision for pupils.</p>

	<p>All stakeholders were informed of new contact details when we were given our postal address. Education Transport has been consulted and planning is in place for transporting our pupils to the new school. Plans for the necessary training for school staff are underway to ensure they have the required skill set in the new facilities eg Safer Handling in the Hydrotherapy suite.</p> <p>All the pupils quickly adapted to the new build and were engaged in learning experiences by 10am on the first day. The facilities are meeting their needs and staff have provided any emotional support needed too. Individualised transition plans for the new pupils in August are well underway. Arrangements have been executed effectively and all pupils have been happily engaged in learning activities during their visits. Staff are getting to know pupils and develop the skills needed to support the youngsters.</p>	
<p><b>2.1.1 Report on the impact of PEF</b></p> <ul style="list-style-type: none"> <li>• Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?</li> <li>• How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</li> <li>• How well are you removing barriers to learning and ensuring equity for all?</li> </ul>	<p>PEF has enabled school to buy the appropriate hardware (iPads) to facilitate an additional approach to the learning and teaching of Literacy, Numeracy and ICT, in line with other school pupils. School has funded the purchase of appropriate apps. This development has provided a platform for further progress, ensuring school staff are well skilled to deliver, in turn raising the expectations for our pupils.</p> <p>Impact has been positive, with progress in Literacy and Numeracy being tracked by Class teachers. All school staff note engagement and the progress of all pupils (as appropriate). All pupils can be seen improving their ICT skills. Our youngsters benefit from both the visual and motivational nature of ICT and the relevant apps, with inbuilt 'rewards' for example. Pupils also benefit from short and varied tasks, therefore the use of iPads provides another approach to learning and teaching.</p> <p>We are working closely with ICT central staff (Business and Technology Solutions) to ensure the delivery of all the iPads we have purchased, but this is proving to be a very slow process. The current set up of the new iPads will not meet the needs of our pupils, so we are seeking a solution.</p> <p>We are working closely with SaLT to pilot Communication apps on the iPad and this may lead to further developments for more pupils.</p> <p>Education for each of our pupils is individualised. Importantly the use of iPads in Langlands and all the developments mentioned, mean pupils' Life skills are improving.</p>	

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
<b>1.3 Leadership of Change</b> <ul style="list-style-type: none"> <li>Developing a shared vision, values and aims relevant to the school and its community</li> <li>Strategic planning for continuous improvement</li> <li>Implementing improvement and change.</li> </ul>	<p>Within our dynamic environment, senior leaders create conditions where staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change.</p>	<p>To establish Langlands in our new surroundings and review individualised provision for pupils.</p>	3
<b>2.3 Learning, Teaching and Assessment</b> <ul style="list-style-type: none"> <li>Learning and engagement</li> <li>Quality of teaching</li> <li>Effective use of assessment</li> <li>Planning, tracking and monitoring.</li> </ul>	<p>Assessment approaches are matched to the learning needs of the learners and are used to support them to demonstrate where they are in their learning.</p>	<p>Identify and establish effective Learning + Teaching plans for all pupils, including our 8 new pupils.</p>	3
<b>3.1 Ensuring wellbeing, equality and inclusion</b> <ul style="list-style-type: none"> <li>Wellbeing</li> <li>Fulfilment of statutory duties</li> <li>Inclusion and equality</li> </ul>	<p>The whole learning community has a shared understanding of wellbeing and children's rights as evidenced in meeting minutes.</p>	<p>Promote the use of the new build facilities and outdoor space to promote learning and wellbeing.</p>	3

<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> <li>• <i>Equity for all learners</i></li> </ul> <p><b>3.2 Securing children's progress (for Early Learning Childcare)</b></p> <ul style="list-style-type: none"> <li>• <i>Progress in communication, early language, mathematics, health and wellbeing</i></li> <li>• <i>Children's progress over time</i></li> <li>• <i>Overall quality of children's achievement</i></li> <li>• <i>Ensuring equity for all children</i></li> </ul>	<p>Attainment levels in Literacy and Numeracy are a central feature of the school's priorities for improvement and are raising attainment.</p>	<p>To continue to raise the attainment across all curriculum areas of all our pupils, including our 8 new pupils.</p>	<p>3</p>
<p><b>2.2 Curriculum: Theme 3 Learning Pathways</b></p>	<p>No evaluations required</p>	<p>No evaluations required</p>	
<p><b>2.7 Partnerships – Theme 3: Impact on Learners</b> The impact of parental involvement on improving children and young people's learning.</p>	<p>No evaluations required</p>	<p>No evaluations required</p>	

### 3. SCHOOL IMPROVEMENT PLAN 2019 - 20

*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><b>School Priority 1</b> Self-Evaluation for Self-Improvement <b>NIF Priority</b> <b>NIF Driver</b> School Improvement</p> <p><b>HGIOS?4 / HGIOELC QIs:</b> 1.1 Collaborative Approaches</p>	<p>Consolidate processes for effective identification and evidence of areas for improvement.</p>	<p>Clarify the desired outcomes and impact of each Improvement Area.</p> <p>Create a Quality Improvement Calendar to support SIP 19-20</p> <p>Self-Evaluation is reflected across all areas of SIP 19-20. Identify evidence to be gathered.</p>	<p>Lead: Headteacher Collegiate sessions (linked to SWTA/Inset)</p> <p>Completion date: March 2020.</p>
<p><b>School Priority 2</b> Successes + Achievements <b>NIF Priority</b> Closing the attainment gap between the most and least disadvantaged children and young people. <b>NIF Driver</b> Assessment of children's progress <b>HGIOS?4 / HGIOELC QIs:</b> 3.2 Overall quality of learners' achievements 3.3 Creativity Skills</p>	<p>Extend the range of opportunities for Learning providing Exceptional Experiences for all pupils in the Community. Also create Exceptional Experiences for all pupils in school from external providers.</p>	<p>Visits to: Chariots of Fire; Theatres; Ice Bowl; Swimming Pool.</p> <p>Visits from: Zoolab; Young Dancers; Drake Music; Molly Mixture; Theatre Companies etc.</p> <p>Pupil attendance and participation in a range of Exceptional Experiences throughout the year.</p>	<p>Lead: Headteacher</p> <p><u>Pupil Equity Funding £5,000</u></p> <p>Completion date: March 2020.</p>



<p><b>School Priority 3</b> Transitions</p> <p><b>NIF Priority</b> Improvement in children's and young people's health and wellbeing.</p> <p><b>NIF Driver</b> Performance Information</p> <p><b>HGIOS?4 / HGIOELC QIs:</b> 1.3 Implementing improvement + change 2.4 Targeted support 3.1 Inclusion + Equality</p>	<p>To establish Langlands in our new surroundings and review individualised provision for pupils.</p>	<p>Review Curriculum.</p> <p>Create new, personalised timetables.</p> <p>Review personal support staff arrangements to 'Enable' each pupil.</p> <p>Create and review Risk Assessments across the new build with all staff.</p> <p>Provide necessary training for all staff eg Hydrotherapy pool.</p> <p>Gather information about pupils' and staff health, attitudes, behaviours and wellbeing.</p>	<p>Lead: Headteacher</p> <p>Collegiate sessions (linked to SWTA/Inset) Whole staff development time.</p> <p>Completion date: March 2019.</p>
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