 **Education and Children’s Services**

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

**FOR**

**Clerkhill School**



**“Inspire – Believe – Work Hard – Achieve”**

**LAST UPDATED: 13th November 2017**

**Aberdeenshire Council Education and Children’s Services**

“Education and Children’s Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire”

Introduction: Local and National Context

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it

* to develop excellence and equity;
* to embed the principles of GIRFEC (Getting it Right for Every Child);
* to provide support in developing inclusive, vibrant and healthy communities.

National Improvement Framework Priorities:

* Improvement in attainment, particularly in literacy and numeracy;
* Closing the attainment gap between the most and least disadvantaged children;
* Improvement in children and young people’s health and wellbeing; and
* Improvement in employability skills and sustained, positive school leaver destinations for all young people.

National Improvement Framework Drivers:

* School leadership
* Teacher professionalism
* Parental engagement
* Assessment of children’s progress
* School improvement
* Performance information

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School?4 are referenced. Links to these sources are:

NIF- [www.gov.scot/Resource/0049/00491758.pdf](http://www.gov.scot/Resource/0049/00491758.pdf)

HGIOS4 -[https://www.educationscotland.gov.uk/Images/HGIOS4August2016\_tcm4- 870533.pdf](https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-%20%20870533.pdf)

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| Context of the School  Clerkhill School has a very positive, nurturing ethos and a climate of mutual respect between all staff and pupils. This leads to positive behaviour and quality learning and teaching experiences for the children in our care.  **Our School’s Shared Vision**  Clerkhill School strives to provide a welcoming community where all children are nurtured, respected, included, inspired and motivated to learn. A place where rights are respected and every pupil is encouraged to achieve their full potential. Through the delivery of a relevant, progressive and balanced curriculum, we aspire to equip our learners with the skills they need to meet all of life’s challenges. We encourage each of our pupils to be active participants in their school community and in their learning. Our hope is that our pupils develop enquiring, active and creative minds and have respect and compassion for others.  **Our School’s Shared Aims**   * To provide a nurturing environment where children can develop respect for themselves, each other, their community and the wider world, and who are equipped with the skills to meet the challenges they face as they develop and grow. * To provide a relevant, progressive and balanced curriculum which inspires and interests children and in which every child can develop fully as an individual and achieve their full potential. * To provide opportunities for every child to feel part of and be able to contribute actively to the school community * To develop resilient, responsible, confident and independent children with a love of learning who aspire to do well.   **Our School Values**   * Respect, Inclusion, Care, Honesty, Hard Work, Nurture   At Clerkhill School we have many links with our Local Community including local business Score, the Fishing Industry, local Care Homes, Library & Museum, our local Co-Op Supermarket, Community Hospital etc. Many of our classes visit local businesses as part of their topic studies and our choir also visit many community establishments throughout the year. We have very good working relationships with local Social Work services, NHS colleagues and our EPS link.  Analysis of the **SIMD data** shows that no child at Clerkhill Primary School lives in Decile 1, with 14 children living in Decile 2 and 3 living in Decile 3; the majority of children are in deciles 4 - 6. Although Clerkhill Primary School does not have many children who are classed as living in an area of deprivation, we believe that all children are entitled to the best education and to be the best they can be.  Our school received £72,000 from the Pupil Equity Fund. This money will be used to target Early Literacy Interventions ( in particular Listening and Talking), to increase the range of reading resources available for pupils who are falling below expected levels in reading, to increase the support available to pupils through the employment of an additional PSA (with a particular focus on reading), to establish a Family Room in the school where school staff (and other agencies) can run small groups sessions relating to key aspects of Literacy, Numeracy and Health and Wellbeing, to ensure pupils with SpLD have the assisstive technologies required to support their learning and to provide extra curicular opportunities for all our pupils.  **Strengths of the School Include**:   * Our pupils are enthusiastic and very well behaved who take pride in their school and feel supported, safe, included and valued * Clerkhill School has a positive, caring, nurturing ethos across school with mutual respect between staff, pupils and parents – children benefit from high quality care and support. Children reflect the nurturing approach shown by all adults, in their approach to each other * Staff deliver high quality learning and teaching experiences which motivate, engage and support learners * Staff at all levels are hard working. We have a stable staff team who are dedicated to ongoing improvements and committed to raising attainment for all learners * Our school has a very welcoming environment and we are developing community partnerships * There are varied opportunities for wider achievement through extra-curricular activities including Choir, Active Schools Activities, Junior Rock Challenge, Prefecting Duties, House Captains, Pupil Council, Health promoting Group, School Newspaper, Eco Group and Rights Respecting School Group * There are improvements in attainment across school in all areas, but in particular in Reading and Maths. The least improvement is in writing. This will be one of our major improvement plans next session * Staff know children very well and work closely with parents to ensure that they are aware of any circumstances which might affect children or their learning. Staff have started to track children’s learning carefully across Literacy, Maths and Health and Wellbeing, constantly assessing whether children are making progress and provide appropriate support and challenge as required. Support staff are effectively deployed and work closely as part of the core staff team to ensure the needs of all children are being met. * Our ELCC staff are a well - established, stable and experienced team * Our ELCC outdoor area is well used and provides stimulating learning experiences for our learners * Our ELCC parents comment very favourably on the experiences their children have received in the setting |

2. How good is our leadership and approach to improvement?

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| Relevant NIF priority: All  Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement |
| Overview:   * The school engages in self-evaluation process involving all stakeholders. There is good commitment to improvement and to the school values. * Some staff have been committed to taking lead roles in school improvement initiatives such as Profiling, Outdoor Learning, Science, PE and Developing Number Sense to benefit outcomes for all our young people. All staff at Clerkhill School are reflective and dedicated to improving the school. They evaluate the quality of their work and the impact of changes. Staff feel confident to express their feelings and to voice their opinion in staff and school development. * Parents on the whole feel that staff are approachable and staff contact parents regularly should they require to discuss concerns about their child or to share specific information on behaviour or academic progress. * Pupil voice needs to be a stronger feature of the school’s approaches to self-evaluation. Children give their views about the school as part of committees and take responsibility for improving aspects. * HGIOS4 has been introduced and relevant Quality Indicators used to inform monitoring and evaluations. Staff now need to engage more fully in Self Evaluation activities linked to Core Qis form HGIOS (as a standing item on CAT session agendas) * Focused monitoring of plans and classroom practice and feedback designed to have an impact on the quality of learning and teaching for learners, with clear links to quality indicators. * Engagement with all stakeholders through a range of evaluation methods e.g. open afternoon; comments, compliments concerns slip; This needs to be done more regularly – eg question of the week on website * Staff engage with professional learning/CPL opportunities through Aberdeenshire events. Leadership roles are encouraged and taken on by a range of staff e.g. outdoor learning; numeracy development; profiling; science progression; PE progression; working groups * Professional Review and Development (PRD) procedures are being implemented as per GTC guidance and time allocated for staff to update and review professional learning. * Children and young people are **beginning** to engage in reviewing their own learning through their profiles * Staff are **beginning** to analyse data (INCAS, Pips, Phonological Awareness assessments) and use results to inform next steps in teaching and/or to re-align groups et * Improving standards in Learning and Teaching has been a key focus of school improvement this session (in particular in relation to Formative Assessment) and we are beginning to see improvements in most classes across school. There is a focus on improving learning among staff * Staff are developing their ability to work as a team and are beginning to share practice. This team approach is very strong at certain stages in school but needs to be more consistent across school at all levels. Peer classroom visits will take place this session * Learners set targets in relation to their progress in Big Writing. Peer assessment and target setting is used in some classes and should now become embedded in all area across school * Staff have developed their awareness of the social, economic and cultural context in which our children live and how this relates to and impacts their daily school experience * Staff have high expectations of learners   Key strengths:   * All staff are committed to change which results in improvements for learners   Identified priorities for improvement:   * Increased opportunities for Pupil Voice in relation to school developments / evaluations. Development of pupil groups for all pupils in school. This will also provide leadership opportunities * More regular opportunities for parents to be involved with school developments through Working Groups / small curriculum focus events / Homework Club (supported by staff) * Staff to be given more opportunities to develop leadership roles and take responsibility for school initiatives (all staff signed up to a working group – writing / reporting / inclusive school/ outdoor learning * Focus on tracking Skills for Learning Life and Work through curriculum delivery / wider achievement and also DYW opportunities * Revisit Curriculum Rationale on an annual basis and amend as appropriate with a particular focus this coming session on ensuring our “Contexts for Learning” are relevant and meaningful |

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| Evaluation of QI 1.3 - Leadership Of Change:  Sources of evidence/evaluation activities undertaken:  School   * Children have experience of success through fortnightly assemblies and class discussions * School assemblies focus on school vision and values and these are on display in all classrooms * SQUIP matched to improvement agenda * Discussions with staff at PRD * Observations of lessons by SMT to ascertain embedding of revised approaches to supporting learning * Parent evaluations at Open Afternoon / Annual Questionnaires * SMT / Staff remits in QA Calendar   ELCC   * Key Worker Groups * Team plan and develop as a group – each worker has responsibility for an area of the curriculum * Staff Remits in QA calendar * Open days for parents / carers / extended family / Fishing for Feedback / Question of the month / Exit Questionnaires * DHT supports and promotes innovation, creativity and practitioner enquiry through fortnightly meetings with the ELCC team * All staff show a strong commit to the ELCC vision * We are at the very early stages of using data to measure impact of practice on learner outcomes * Annual reviews with EYPs   School   * A shared vision and direction for the school has been established through a consultation process which involved all pupils, parents and staff (February 2016) * School values play a key role in daily practice * School improvement agendas are beginning to incorporate distributed leadership * Senior leaders are actively involved in supporting and promoting the school vision * Staff are committed to change and innovation is being encouraged by senior managers * Senior leaders carefully monitor and support the pace of change through plans with clear and achievable milestones * QIO visit (September 2017) are used to influence improvement agenda * Senior leaders have an understanding of change required and all staff actively support these developments. * There is a clear vision of what is important * Pupils are actively encouraged to support change * Staff have high expectations of learners * Staff have a developing understanding of the social, economic and cultural context of the local community * Most staff are committed to change which results in improvements for learners * Staff are clear on the school’s strengths and areas for development based on a range of evidence * Senior Leaders guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable   **ELCC**   * Feedback from reliable sources such as the Care Inspectorate (January 2016) are used to influence improvement agenda * Staff keep up to date with National Early Years Developments (eg Loose Parts etc) * Our DHT, in collaboration with the early Years PT and EYLP carefully guides the direction of the setting and sets the pace of change, to enable our team to make confident, well timed changes for continuous improvement * Professional dialogue among the team and senior leaders supports continuous improvement, creativity and innovation * ELCC staff are beginning to engage with professional reading and attend relevant training opportunities including Early Years network meetings * Time in the week has been carefully planned to maximise opportunities for practitioners to work and learn together   Level of quality for this QI 1.3: School - Level 3 (Satisfactory) ELCC – Level 3 (Satisfactory) |

In relation to the priorities listed above the following action plans have been confirmed:

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| 1. Development of opportunities for Wider Achievement for all pupils in school. The development of skills and opportunities for DYW will be tracked through our Wider Achievement agenda (also Children’s University / Pupil Groups / Pupils leading the learning)  (Term1 – DHT Lead – EM) | * More opportunities for all pupils in school to participate in Wider Achievement Activities and to develop Skills for life and Work through this (amendment to WTA to incorporate all staff leading an extra curricular activity at various points throughout the year * All pupils and staff in school to be involved in leading school developments through involvement in assigned Pupil Groups:   P1 – Outdoor Learning  P2 – Health Promoting School  P3 – Eco Schools  P4 & 5 – Rights Respecting School  P6 & 7 – Children’s University / School Newspaper / Website / DYW Activities | * Pupil Questionnaires / Conversations * Pupils able to present evidence of their developments at school assemblies set aside for “sharing learning” * Pupils are more involved in school developments and their school community * Pupils across school have a greater “voice” in driving forward school improvements * Staff work collegiately to lead school developments |
| 2. Staff to be part of Working Groups this session to drive forward improvements (Reporting Group, Literacy Group – starting with Writing, Inclusive School Group and Outdoor Learning Group) – parents will also be invited to work alongside at various points as the working groups become established and developments are made  (Term 1 – All staff) | * Staff at all levels to be more actively involved in leadership of change * Parents to have the opportunity to be part of ongoing school developments   Writing / Reading Working Group   * Writing will be delivered more effectively at all levels and clear guidance on how to teach writing effectively will be shared with all staff. Approaches across school will be more streamlined leading to consistency and progression throughout school * Reading strategies will be taught rather than reading just being “heard”   Inclusive School Working Group   * Assistive technologies / Inclusive Toolboxes will be available and used effectively in all classes to support learning. This will enable all learners to have the tools they require to participate fully in learning * Improved attitudes in classes (from pupils and staff) towards using scaffolds / practical materials to support learning * Information session for parents on the use of assistive technologies in the classroom * INSET for all staff including PSAs – February 2018 * ‘Addressing Dyslexia Toolkit’ training on ALDO * Allow children with an identification of dyslexia/other literacy difficulty to access resources from WOW boxes   Outdoor Learning Working Group   * Outdoor learning opportunities will be an integral part of our P1 experiences. A toolkit will be developed for other classes across school to use   Reporting Working Group   * A “parental engagement / reporting calendar will be created which shows opportunities for parents / carers to be involved in their child’s learning / share the learning * A new reporting format will be developed through consultation with parents and pupils ( on working group) * An assessment jotter to be set up and shared with parents at agreed intervals throughout the year | * Improved attainment in Reading and Writing * More regular involvement form parents in school developments * More opportunities for parents to become involved with their child’s learning through events planned through the development of a Reporting Calendar and regular reporting / profiling * Standardised Assessment results * Improved attitudes towards literacy by pupils * Classroom / peer observations show improvements in the delivery of reading and writing * Improved attitudes in classes (from pupils and staff) towards using scaffolds / practical materials to support learning * Pupils will have more confidence in approaching literacy based tasks. This will lead to raised attainment * Teacher confidence increased in meeting the needs of children with dyslexic tendencies. * Staff use a wider range of pupil friendly applications to support all pupils in the class. * Children with an identification of dyslexia can talk about the things that help them learn * Teachers / staff will begin to encompass outdoor learning as part of the learning and teaching process at all stages. This will begin to be embedded in practice. * Improved parental engagement in learning * Pupils have regular opportunities to share their learning with their parents * Parents have a clearer understanding of their child’s progress / learning in school |
| 3. Extend confidence and effective use of HGIOS 4 as part of Self Evaluation Cycle  (Ongoing – All staff, parents, pupils and stakeholders)  All staff to engage in regular Self Evaluation opportunities using the Core Qis and Challenge Questions from HGIOS 4 | Staff confidence in self-evaluation enhanced  - Learners, parents and other stakeholders consistently engaged in self-evaluation  - Impact of improvements for learners to be better collated to show how they benefit | Evaluation will show that by January 2018 all staff are confident in the use of HGIOS4  - By June 2018 all learners, staff and parents will be engaged in aspects of school improvement-planning  - All class teachers to engage learners in regular evaluation activities focusing on their own learning |
| 4. Early Years Staff (ELCC & P1) working collaboratively using the tales Toolkit Resource and developing approaches to Outdoor Learning | * Staff confident and fully resourced to deliver high quality appropriate activities to develop language and numeracy indoors/outdoors. * Learners developing good listening and talking skills. | * Audits for outdoor learning * Evidence of learners evaluating their play experiences. * Evidence of responsive planning |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |

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| ELLC Improvement Plan **2**: Outdoor/Indoor Learning | | |
| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| Target development in Maths, Language and Health and Wellbeing  CPD – Juliet Robertson  New resource – Talking toolkit | High quality appropriate early language, mathematics and health and wellbeing experiences are used to promote and enhance learning.  Practitioners reflecting on their own practice and taking steps to build their own capacity.  Parents fully involved in understanding their children’s progress.  Clear focus on the development of children’s skills in early language and maths.  Professional learning through engagement with new resource  Staff engagement/research | * Evidence in scrapbooks which track children’s learning * Informative displays * Audits for outdoor learning * Children engage with new learning and making continuous progress * Questionnaires * Evidence of children evaluating their play experiences * Stay, Play and Learn Days feedback * Children developing good listening and talking skills to help storytelling and writing * Consultation with children * Daily plans – evidence of responsive planning |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |

3. How good is the quality of care and education we offer?

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| Relevant NIF priority: All  Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progress |
| Overview:   * All staff show commitment to the development and wellbeing of learners as individuals. * Children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding paperwork and training * Staff have participated in targeted support sessions and in house training to support their understanding of the key principles underpinning effective teaching and learning and are using this knowledge to improve their practice * Children have positive relationships with both teaching and non teaching staff whom they trust enough to talk to when they need help * Behaviour in Clerkhill School is very good which in turn leads to focussed learning and clam learning environments * Children are safe and feel safe in school. There is strong, robust and proactive responses from adults which protects children from the risk of harm * Aberdeenshire Literacy, Numeracy & Health and Wellbeing Frameworks and National Benchmarks have been introduced and used to inform planning and identify next steps in learning, thus ensuring progression for all our young learners. There is however a need to further revise and redesign our curriculum to ensure our Contexts for Learning are relevant and meaningful, provide opporunities for Enterprise, DYW and have a skills focus. Aberdeenshire Frameworks and National Benchmarks should be used to inform planning and identify next steps in learning in all curricular areas. A Curriculum Map needs to be designed to ensure the delivery of a progressive, balanced curriculum and identified IDL experiences which will ensure that pupils have planned opporunities to apply their skills in a variety of contexts * Regular outdoor learning experiences are beginning to be incorporated in to the weekly planning of Early Years and P1 * Positive engagement with parents encorages them to take an interest in their child’s learning – attendance at Curriculum Evenings is showing a vast increase * The ethos and culture of our school reflects a commitment to positive relationships – our children are eager and active participants who interact well during learning activities and general school life * Digital technology is being used more regularly and effectively in daily learning and teaching. The use of assistive technology needs to be developed across school * Use of the National benchmarks mean staff are becoming more confident in making judgements about pupil’s achievement of a level and progress within it. There now needs to be a clear plan to support moderation at school and cluster level * Some teachers use feedback effectively to inform and support progress in learning – this is not consistent across school * Our planning procedures have been overhauled to show progress in all curricular areas and take account of Aberdeenshire Frameworks and National benchmarks * We make very good provision for our Looked After children who have their needs met very well * We monitor closely the progress of our children living with financial hardship. Provision to improve outcomes for key cohorts of children has been made through our PEF * Staff are beginning to use data to evaluate the effectiveness of interventions and improve outcomes for learners through appropriately targeted support (daily programmes, reading recovery programmes, the use of assistive technology) * In most classes, tasks, activities and resources are appropriately differentiated * The school works closely with other agencies to ensure high quality support is in place for pupils with a disability, health issue or social or emotionanl needs * Parents are supported to actively and meaninfully engage in their children’s learning and life at school. Staff work with parents to reduce potential barriers to learning and are responsive to family circumstances * Needs are identified and reviewed in consultation with families, partner agencies and stakeholders * We work well with other services to ensure continued support for families * Transitions are mainly well-supported but curriculum transition with the local secondary school and from Early Years settings to P1 need to be more effective. * Transition paperwork has been developed to ensure detailed sharing of appropriate information between stages * We provide a high level of social and emotional support for all our children through our nurturing ethos and approaches * Transition meetings for our P7 pupils with additional support needs begin early on in P7 * Our developing curriculum and programmes of study ensures that there is progress in learning between stages * We work closely with parents and carers and our relationships with them arte based on mutual trust and respect. * The school offers a range of extra curricular clubs (J Rock, Choir, Sporting activities)   Key strengths:   * The very positive relationships in the school based on shared vision and values and a respect for learning, leading to very settled behaviour and pupils who are proud of their school. * The progressive frameworks in place for Maths and Literacy * The high level of social and emotional support available for our learners through our nurturing ethos and approaches which leads to a calm environments and very good behaviour * Our positive partnerships with parents   Identified priorities for improvement:   * Redesign of Curriculum Map / Focus on IDL and which ensures all Contexts for Learning are relevant and provide opportunities for cross cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement and promotes and develops Skills for Learning, Life and Work, tracking Wider Achievement in relation to Skills for Learning, Life and Work and more opportunities for developing partnerships within the local community and business organisations * Opportunities for parents to be more involved in their children’s learning through classroom visits with a curriculum focus etc (Family Room – PEF) – Family Learning (Engaging families in learning) * Inclusive School – assistive technologies, targeted support and interventions, tracking of progress, measuring impact * Development of whole school Learning and Teaching Policy outlining expectations in terms of Formative Assessment etc * Development of assessment procedures as part of the Learning and Teaching process * Moderation at School/Cluster level and a raised awareness / use of Holistic Assessment as part of the Moderation / Assessment process * Learners need to be more involved in the planning process * Embed the use of the Mini-beast tracker and develop tools to sit alongside this in order that ambitious targets are designed for all individuals      * Introduce new National Assessment Resource and develop tools to support effective interrogation of this data      * Continue to implement progressions for all curriculum areas; introduce new H & W programme using SCARF materials; |

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| Evaluation of QI 2.3 - Learning, Teaching and Assessment:  Sources of evidence/evaluation activities undertaken:   * Pupil Profiles - parental engagement / pupils aware of targets * Lessons are varied, practical and active * I-pads in use across the school * AifL strategies and LIs are identified on daily plans – most children are familiar with these * Stage meetings have been introduced as well as whole school meetings * Attainment / Pupil progress meetings * Classroom observations / Jotter sampling / Planning for Learning discussions * Parent Questionnaire feedback * Teacher plans and evaluations   Overall evaluation of level of quality:   * There are positive learning environments and “can do” ethos in school with a dedicated and stable staff who have formed positive relationships with stakeholders. * Children are aware of their ability to succeed, with high expectations endorsed across the school. * Teaching across the school takes account of individual needs * Classes experience differentiated tasks to support learning in Literacy and Numeracy * A wide variety of learning styles are catered for and resources are matched to needs in most classes. * Digital technologies are **beginning** to be used more effectively to support learning in the majority of classes. * Pupil Profiles are being used in all P2-7 classes and shared with parents on a regular basis. Learning Journals have started being used in our ELCC and P1 this session * AifL strategies are beginning to become more evident across the school with staff sharing learning intentions and success criteria with children. This could be enhanced further by involving pupils more in the planning and evaluation of these. * Professional dialogue is encouraged by the senior management team, * Planning is progressive and takes place on daily/weekly basis as well as mid and long term basis. It continues to be updated in an attempt to tackle bureaucracy and reflect national benchmarks as well as reference to Skills for Learning Life and Work and DYW. This will continue as an improvement priority next session * Planning and tracking are monitored by Senior Leaders on a regular basis. * A comprehensive in house tracking system is used to identify attainment for all pupils using data gained from reliable sources. * A monitoring and tracking overview calendar is used to ensure consistency across the school. * Learners’ achievements in and out of school are recognised regularly at our celebration assemblies and shared with pupils, parents and the wider community through our achievements wall. Skills development now needs to be tracked effectively through DYW and Wider Achievement Opportunities * Standardised data is being used to target support and staff are becoming more confident in using this to support professional judgement. Greater consistency is needed in use of data to confirm next steps in learning. * Developing Number Sense training has been attended by our DHT and has been rolled out across school. This will be imbedded next session to promote understanding and confidence in numeracy across school. All teaching staff have been trained as well as PSAs. A session for parents also took place and will be repeated next session. More tailored sessions will also be available with follow up demonstrations in classrooms * Assessment needs to now become an embedded part of Learning and Teaching. Children need to be given opportunities to apply their skills in a planned way. IDL opportunities need to be planned as part of our Curriculum Map   Level of quality for this QI: 2.3 School -Satisfactory – 3 ELCC – Satisfactory 3 |

In relation to the priorities listed above the following action plans have been confirmed:

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| Revisit / re-design of Curriculum Map to ensure our Contexts for Learning are relevant and meaningful with a focus on appropriate Skills development and opportunities for Cross Cutting Themes to be embedded  Develop a three year Strategic Curriculum Plan which ensures a balanced curriculum experience. This will map out, cross curricular and IDL opportunities as well as areas where discreet teaching will be required  (HT – All staff) | * Learners will be exposed to contexts for Learning which are meaningful and relevant * Skills will be identified, developed and tracked through appropriate contexts * Opportunities for Enterprise, Creativity, Global Citizenship, Employability Skills will be an integral part of our Curriculum Map * A three year Curriculum Map will be developed which demonstrates opportunities for IDL / Discrete teaching. This will be ready for implementation from August 2018 and will set a clear progression of planned learning opportunities across each level | * Classroom observations / dialogues with learners will show greater purpose / relevance to “topic” learning opportunities * Learning will focus more on our Community and also on current topics of interest (through media etc) – flexible time in the Curiculum Map will be factored in to allow for this * A clear plan from year to year (with room for flexibility) will be developed across school leading to a more cohesive, progressive learning experience for our pupils * Pupils and staff will begin to talk about skills as part of the learning and teaching process rather than purely focussing on the acquisition of knowledge. The importance of skills development will be a prominent feature of our curriculum |
| 2. Opportunity for parents to be more regularly and effectively involved in their children’s learning through the developing of a new reporting / Parental Engagement Calendar.  (Reporting Working Group) | Introduction of Family Friday (once a term) where there is a particular focus on a “family” member coming into class to “help” their child with a specific curricular tasks eg a numeracy or literacy task.  Small group family Learning sessions which focus on specific issues are requested by parents  Literacy / Numeracy workshops as requested by parents  Parents will be more effectively involved in their children’s learning | * Increased parental engagement in learning / improved outcomes for learners |
| 3. School / Cluster based Moderation as well as development and use of Hollistic Asessments | Staff at stage / school / Cluster level will begin to work more collegiately   * Planned in-house and cluster moderation activities (in particular looking at Maths); develop staff understanding of holistic assessment; link with QAMSO * Develop Writing assessment criteria more closely aligned with National Benchmarks 2017 * Use of Critical friends for professional developments * Use of Benchmarks to support the school’s consistency in making judgements about learners; Analysis of this information will support the development of programmes of work to improve/increase enjoyment for pupils and devise interventions where gaps in learning are identified; improvements in attainment/achievement | * Teachers are more confident in making judgements about attainment * Teacher judgement is more accurate with teachers having a greater understanding of what “achievement” of Early, First and Second level look like |
| 4. Inclusive Practice in School | * See Improvement Plan 1 |  |
| 5. Visible Learning (Three Year training programme)   * Foundation Days for SMT and teachers (October / November 2017) * INSET Training Days for SMT and teachers (November 2017 and February 2018) * Capability assessments at school levels (January 2018) | * Improved attitudes to learning by pupils (learning pit / growth mindset) * Highly effective / focussed feedback leading to increased / improved attainment * Monthly learning question for pupils staff and parents (led by Pupil Council) in relation to effective learning and teaching eg what does good learning look like, what is is a good teacher? | * Improved learning cultures / environments in classrooms across school * Pupil voice increased * Raised attainment / improved attitudes to learning * Increased learning dialogues between staff and learners |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |

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| Improvement Plan 1: Monitoring, Recording and Tracking Progress QI 2.3 | | |
| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| Effective use of assessment  Learning Journals  Quality Interaction  Development of assessment procedures | * Staff with a clear and shared understanding of how to support child development. This will allow for a more holistic view of individual children and a greater knowledge of where a child is in his/her development. * Children contributing effectively to the setting and its community in purposeful and innovative ways. * Tracking and monitoring of children’s progress is well-understood and used effectively to secure improved outcomes * Skilled questioning by all staff * Progressive frameworks in place for Literacy and Language, Numeracy and Health and Wellbeing. | * Quality observations take place naturally during everyday activities and interactions. * CPD opportunities for staff * Staff making good use of learning profiles and Scrapbooks to support children to reflect on their own learning * Children can talk about their learning and achievements with adults and peers. * Parents views on Learning Journals - ongoing * Benchmarks - reliable evidence on children’s progress and achievements gathered at key points in time leading to significant improvements to learning * Almost all children (90%) making good progress in their development and learning * Monitoring of planning and tracking by SMT |

Clerkhill ELCC

4. How good are we at improving outcomes for all our learners?

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| Relevant NIF priority: All  Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information |
| Overview:   * Children at Clerkhill Primary School are included, happy and successful. Their learning experiences are enhanced through a commitment to meet the needs of all individuals. They benefit from the level of care and nurture provided. * The school is applying its PEF to support pupils in their Listening and talking development in the early years and in the middle and senior years with support in reading recovery and also assistive technology. It is also being used to help continue to raise standards in Numeracy through the purchase of more practical resources * All staff are up to date and confident in GIRFEC and Child Protection procedures and show great commitment to the welfare of the children. * Children are enthusiastic and engaged learners. Active learning opportunities are used alongside other methods to motivate and challenge pupils * Data is used to track progress and identify areas requiring targetted support. Analysis of such data shows that children at all stages are attaining more highly in literacy and numeracy than in previous years but are still below the Aberdeenshire average in all areas * Next session the school is adopting an inclusive school approach with toolkits to support this available in classrooms * All staff and partners feel valued and included * Relationships across the school community are very positive and supportive, founded on a climate of mutual respect with a strong sense of community. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community * We consider each child as an individual with his/her own needs rights and risks * Learners, parents, staff and partners feel they are treated with respect and in a fair and just manner * We effectively support our Looked After children in improving their attainment and achievement * Staff are developing their ability to make effective use of assessments and Benchmarks to make confident professional judgements about how well children are progressing. A new tracking system is about to be started in the new session. There does however need to be a more planned approach to Assessment as part of Learning and Teaching and IDL. * Overall our learners are successful, confident, exercise responsibility and contribute to the life of the school. This will increase with the establishment of our Pupil Groups * Our attainment across school is showing signs of improvement in all areas * We need to ensure that our curriculum enables our pupils to continually develop their Skills for Learning, Life and Work. Our Curriculum Map needs to provide learners with contexts where they can apply their skills in meaningful ways. Our learners needs to develop an understanding of the importance of developing skills for their future lives.   Key strengths:   * Recent development priorities have led to a rise in attainment in Reading and Numeracy * All our staff and partners feel valued and supported with relationships across the school community being very positive and supportive, founded on a climate of mutual respect, with high expectations. Most staff and partners are proactive in promoting positive relationships in the classroom and playground * Staff and partners are sensitive to and responsive to the wellbeing of each individual child and colleague. Staff model behaviour which promotes and supports wellbeing for all   Identified priorities for improvement:   * Inclusive School developments / assistive technologies * Continue to work on Raising attainment in Writing / Reading/ Numeracy (see improvement priorities) * Moderation / Teachers use of data / Standardised Assessment * Increased opportunities for pupils to develop skills in creativity, entrepreneurship and innovation to be embedded and planned for as part of our Curriculum Map and planning process * Planned opportunities four our learners to make connections directly to employers (Development of DYW) * Use of Career Education Standard to audit current practice * Ensure the wellbeing indicators are used, referred to and understood by all members of staff and pupils * Develop and use SHANARRI questionnaires across school with pupils and parents |

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| Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:  Sources of evidence/evaluation activities undertaken:   * Classes are calm and children engaged in learning * Health and Wellbeing is delivered effectively by McCrone Teachers across all stages in school * Child’s Plans are reviewed on a regular basis * SMT meets on a termly basis with AsL team to restructure support if required * Chronologies are used effectively by staff who are very “tuned in” to the wellbeing of their pupils * We have good communication with parents and are improving our recording of this * Any potential issues are dealt with promptly by PSA staff, class teachers or, if required, SMT * Outdoor learning is being developed * Culture and ethos of positive relationships between all pupils, staff and parents * Feedback from pupils, parents and other stakeholders gathered via formal and informal consultations. * Attendance and exclusion statistics   Overall evaluation of level of quality:   * We operate an inclusive approach and support nurturing principles across school * Parents have many, good opportunities to come into school and see how their children are progressing * We are working towards becoming a fully nurturing school which places explicit focus on our values and respects children’s rights. * Our children feel safe * Our staff are trained in GIRFEC values * There is a positive ethos and an open door policy * All stakeholders are treated as individuals * We use SHANARRI indicators to support wellbeing * We comply and fulfil all statutory duties * Children’s Plans are completed as appropriate * Multi agency work is an integral part of support mechanisms across the school * Variety of after school clubs offered * Positive Play leaders and Prefects support younger pupils at playtimes and lunchtimes * Social skills groups offered * Weekly bible club group * Good measures in place re. safety – regular fire drills, MAP plans, Risk Assessments, Internet Safety event (parents and pupils), chronologies maintained and actions recorded * School makes timely referrals to agencies to support individuals and a number of plans are in place   Level of quality for this QI: 3.1  School -Satisfactory – Level 3 ELCC – Level 3  Evaluation of QI 3.2 - Raising Attainment and Achievement:  Sources of evidence/evaluation activities undertaken:   * Analysis of data (CfE levels and INCAS) shows an improvement in attainment in all curricular areas * Standardised data is scrutinised by SLT and Teachers and interventions/adjustments to planned L & T are discussed and implemented although these could be better followed-up * Whole school attainment data and accompanying analysis * Attainment Tracking documents           Overall evaluation of level of quality:   * Raising attainment in Literacy and Numeracy is a key focus. There has been an improvement in attainment in all curricular areas this session * A tracking system is in place but a more robust system is about to be started * Staff, in school and ELCC. have started using Benchmarks alongside to inform overall judgements; the school now needs to make use of this tool to make ambitious predictions for learners * Learners are supported to achieve through personalised targets and additional support where appropriate. Literacy and numeracy resources have been updated to support learning in motivational and progressive manner. * All staff (teachers and PSAs) have been trained in new approaches to the teaching of mental maths which enable pupils to effectively use a variety of strategies (Numbersense) * Our learners are successful and confident individuals who strive to achieve their best. * We take account of wider achievement and value what is accomplished outside the school environment – needs to be developed further to encompass and track Skills for Learning, Life and Work. These need to be celebrated further eg through newsletter, display board, website etc * In school achievements are recognised and regularly celebrated through assemblies and achievements display, school newsletters and website and ELCC displays. * We respect and value diversity across the school and take steps to ensure stakeholders feel welcome and included. * Staff, pupils and parents feel safe and are confident that their opinions are taken into account. * Processes are in place to support vulnerable learners * Data and professional discussions are used to target support and support staff are being deployed more effectively now to help remove barriers to learning * A ‘Developing Number Sense’ approach is being developed to improve children’s mental calculation skills   Level of quality for this QI:3.2  School - Level – 3 (Satisfactory) ELCC - Level 3 (satisfactory) |

In relation to the priorities listed above the following action plans have been confirmed:

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| 1.Increasing awareness of Shanarri indicators in school and ELCC as part of Learning and Teaching / Curriculum Map   * Use of Shanarri Indicators are planned for and are an integral part of Learning and Teaching / School Life, * Internet safety Week including sessions for pupils, parents and the local community * Development of new Health and wellbeing programme across school * Link with H & WB as Curriculum Development Officer. * Look at what is available on SCARF, as well as in other places * Identify a preferred scheme or schemes. * Trial Scheme in school | * Pupils, staff, parents and school community have a raised awareness of each Shanarri indicator and what this looks like at Clerkhill School/ELCC * Yearly focus on each indicator, planned as part of a strategic yearly overview * Pupil / parent voice used to inform future school developments in relation to each Shanarri indicator * Raised awareness of online issues / Less issues in relation to Social Media reported to school | * Parent / pupil surveys to ensure all pupils feel safe, healthy, active, nurtured, achieving, responsible, respected and included in Clerkhill School/ELCC. Action to improve processes as required (as part of ongoing Self Evaluation school/ELCC procedures) |
| 2. Raising Attainment in Literacy and Numeracy (Writing Approaches / Reflective Reading / Implementation of Readingwise Reading Recovery Programme) | See Improvement Plan 1  Reading Wise Reading Recovery Programme  Selected pupils to used Reading Wise Reading recovery programme for a period of time and improvement and impact measures using pre and post programme assessment | * Increased attainment in Reading and Writing (through end of year data) * Improved outcomes for pupils who have found reading challenging previously |
| 3. Use of new Standardised Assessment and current INCAS data to inform practice  Population of new Attainment Tracker (minibeast)  4. Tracking of Attainment / Wider Achievement | * Continue existing practice of staff interrogation and intervention planning following assessment periods (SNSA P1, P4 and P7 and InCAS at P3 and P5.); pattern of attainment analysis meetings; cluster level attainment comparison * Achievements Tracker completed at 3 periods and used to inform discussions with parents * Relevant Paperwork to be developed to ensure children’s personal achievements both within and outwith school are tracked and appropriate skills developed, identified. | * Children at risk of ‘missing out’ are quickly identified and a plan invoked (Ach Tracker) to ensure children are acquiring a range Skills for Life * New tracker will hold all necessary information on each pupil in school from their ante-pre –school year to P7. This will also ensure accurate yearly predictions of achievement of a level |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |

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| 5. What is our capacity for improvement?  Our capacity to improve is good  - Committed, hard - working, stable staff  - Pupils who show a respect for and commitment to learning  - The positive, nurturing ethos in the school underpinned by shared vision and values  - Productive partnerships with parents and services and a range of contacts in the local community  - Positive feedback about the school from QIO, parents, pupils and the general community     * Aspects that could impact adversely on the capacity for further improvement include:   - Staffing issues at times of absence leading to DHTs being fully class committed.  - Unreliable internet / connectivity issues/ general IT issues  - Budgetary constraints regarding extending availability of differentiated resources  - Ongoing workload issues |

6. Record of updating

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| Date | Amendment made | By who | Comment |
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