



**Clerkhill School & ELCC
Standards & Quality Report
2017-2018
&
School Improvement Planning
2018-2019**

We are pleased to present both our Standards and Quality Report for Session 2017- 2018 and our School Improvement plan for the current session 2018 -2019. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Clerkhill School. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

How are we doing?

How do we know?

What are we going to do now?

Looking inwards to analyse our work

Looking outwards to find out more about what is working well for others locally and nationally

Looking forwards to gauge what continuous improvement might look like in the longer term

At Clerkhill we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Ann-Louise Murray

Head Teacher

August 2018

The School and its Context

Clerkhill 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.

Values that underpin our work

At Clerkhill School we believe that our positive school ethos and respectful relationships at all levels are the foundations upon which our school is built. This foundation is built on through our shared values of Respect, Honesty, Care, Nurture, Inclusion and Hard Work.

Clerkhill School's Aims

Our overarching aim at Clerkhill School is to "Get it Right for Every Child" by working in partnership with staff, children, parents and carers and other agencies.

We also strive 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.
- 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.
- Provide opportunities for every child to feel part of and be able to contribute actively to the school community
- Develop resilient, responsible, confident and independent children with a love of learning who aspire to do well.

Our work is underpinned by our Curriculum Rationale which was updated in January 2017

Analysis of the **SIMD data** shows that no child at Clerkhill Primary School lives in Decile 1, with 12 children living in Decile 2 and none 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.

Impact of Our Developments

In this section we will outline the targets we set last session and identify the progress we have made during session 2017-2018.

Whole School Priorities

Priority 1 - Raising Attainment in Literacy and Numeracy	
Progress	<p>Literacy</p> <ul style="list-style-type: none"> • P4-7 staff trained in Reflective Reading Approaches • Readingwise Recovery Programme used to support pupils making limited progress in reading and impact measured at the end of each 6 week block (see below) • Accelerated Reading programme purchased and used across P4-7 classes with assessments carried out and impact measured twice yearly • Additional Reading for Pleasure novels purchased to support Accelerated Reading • New, updated core readers purchased to develop children's enjoyment when reading • AsL staff focussed on supporting the development of key reading skills/ phonics/ in early years • Assistive technology purchased to support learners with Specific Literacy difficulties • All staff trained in supporting pupils with literacy difficulties • All classes provided with WOW boxes which have appropriate assistive resources which can be used by any child to support their learning (eg coloured overlays, reading rulers) • Purchase of e reader pens and ipads to assist pupils with SpLD • Parent Sessions held which focussed on how parents can help support their child with reading at home

- Information leaflets created and shared with parents on how they can support their child with literacy at home
- Daily programmes set up and delivered for pupils making slower than expected progress in reading and writing
- Emerging Literacy/Phonological Awareness programme used in P1 classes with assessments carried out in September and May and interventions planned around these

Numeracy

- All staff trained in the use of Number Talks
- Expectation that maths (and mental maths) delivered in all classes every day
- Clear maths progression developed across school (this is linked to the Frameworks and National benchmarks)
- Practical resources purchased and provided to every class
- Staff and parents trained on the Concrete, Visual, Abstract theory of learning
- Some pupils making slower than expected progress in numeracy are receiving additional support through Daily Programmes (Plus 1 and Power of 2)
- Early Level assessments developed and used to inform next steps in learning

Impact	Reading	2016 - 2017	2017 - 2018	Impact
	P1	60.8%	69.8%	+9.8%
P4	53.3%	64%	+10.7%	
P7	70.6%	70.3%	-0.3%	
School Average	61.5%	68%	+6.5%	
Numeracy	2016 - 2017	2017 - 2018	Impact	
	P1	64.9%	73%	+8.1%
P4	57.8%	56%	-1.8%	
P7	45.1%	75%	+29.9%	

	School Average	55.9%	68%	+12.1%	
Next steps	<p>Literacy</p> <ul style="list-style-type: none"> • More opportunities for parents to learn about reading/writing/spelling approaches used in school and to see these implemented in classes • Increased use of Dyslexia Toolkit by all staff to help to identify possible SpLD of a Dyslexic nature and to develop the use of strategies to support the development of reading and writing • More robust whole school approach to the teaching of reading and development of strategies • Research into the effective teaching of spelling with a view to a new spelling approach being rolled out during session 2019 - 2020 • Clear progression of the teaching of writing across school to ensure all genres taught in depth and assessed at relevant points throughout the session • Monitoring of classroom practice in relation to Reading/Writing <p>Numeracy</p> <ul style="list-style-type: none"> • Continue to purchase more concrete materials/practical resources as felt necessary • Development of Diagnostic Assessments to be used to assess a child's progress through a level • "Bank" of ongoing assessments to be developed and rolled out • Continue to enforce the need for daily maths teaching and the importance of revisiting concepts previously taught to ensure depth and breadth of learning • Some staff signed up to attend Numeracy courses being run at the local secondary school 				

Priority 2 - Opportunities for Wider Achievement / Leadership Opportunities/ Development of DYW

Progress

Wider Achievement/Leadership Opportunities

Many extra curricular opportunities made available to pupils by school staff and other members of the community

- J Rock - 70 pupils from P5-7 were involved in J Rock last session -this gave the opportunity for children to develop their skills in performance (dancers), art and design (set designers) and team work (stage crew) as well as the opportunity to work with members of the local community to design and make the set. This enabled the development of Skills for Life and Work
- Active Schools opportunities - a large cohort of our P2-7 pupils had the opportunity to participate in Badminton, Basketball and Zumba sessions (including many of our PEF pupils)
- Bible Club
- Lego Club - this provided the opportunity for P5 pupils to develop their design skills as well as working with others
- Approximately 80 of our P4-7 pupils were part of our school choir
- 40 pupils from P7 had the opportunity to be part of our very successful Science Club which afforded them the opportunity to develop key problem solving and team building skills as well as their scientific knowledge
- Pupils from P6 & 7 were given the opportunity to sign up for Children's University and receive credits for participation in extra curricular activities
- All classes "buddied" up to take responsibility for an area one afternoon per week

P1 - Outdoor Learning

P2 - Health Promoting School

P3 - Eco Schools

P4 & 5 - Rights Respecting School

P6 & 7 - Children's University / School Newspaper/DYW

	<ul style="list-style-type: none"> • P7 Pupils were invited to submit an application form and take part in an interview for Leadership Roles in school. This gave them the opportunity to develop key Skills for Work • Pupil Council met on a few occasions throughout the year however this needs to be more regular and have more impact <p><u>DYW</u></p> <ul style="list-style-type: none"> • DHT attended relevant DYW training events • Cluster DYW working group established • Staff presentation on Skills for Learning Life and Work/My World of Work/DYW • Skills for Learning, Life and Work referenced in Weekly Plans and Context Plans • My World of Work mapped into newly developed Curriculum Map • Staff encouraged to make DYW links through their day to day classroom planning and delivery as well as through Contexts for Learning
Impact	<p><u>Wider Achievement</u></p> <ul style="list-style-type: none"> • Many children (including those from lower deciles/in receipt of FSM) took the opportunity to participate in school based extra curricular activities • 25 of our senior pupils "graduated" from Children's University in June 2018 • The school J Rock team successfully came 1st in the Aberdeen Event. Many parents were involved in the production and many families who would have previously not readily engaged with school are part of the team. Many children who would not usually engage with extra curricular activities or be able to attend dance lessons etc were highly successful as part of the J Rock team and indeed went on to have lead roles. Many of our performers were from lower deciles or in receipt of FSM. Some of our performers who would have previously had issues with attendance or struggled to engage in learning now attend school regularly and engage well in class. • P1 & P2 regularly incorporate Outdoor Learning into their weekly teaching and learning • Further work is required in Eco Schools and Rights Respecting School development

	<ul style="list-style-type: none"> • Our Science Club won the Regional Science Challenge (Knots to Watts) and Science Club of the Year and were given the opportunity to showcase their skills at another Regional Competition. Involvement in our Science Club develops the pupils' interest in STEM subjects which transfers to the Academy setting <p><u>DYW</u></p> <ul style="list-style-type: none"> • P6 & P7 classes participated in an Enterprise topic which involved the development of many key Skills for Learning, Life and Work as well as linking with a few local businesses • During Term 4 many teachers were considering business links/ DYW as part of their planning processes • An assembly focussing on DYW has taken place • Skills are being referred to through the use of learning intentions and children are beginning to talk about these in their learning • My World of Work has been included in Clerkhill's newly developed Curriculum Map
Next steps	<p><u>Wider Achievement/Leadership Opportunities</u></p> <ul style="list-style-type: none"> • Track wider Achievements using new Minibeast tracker • Identify skills being developed through wider achievements/extra curricular activities • P4 - 7 pupils all to be given the opportunity to participate in Children's University scheme (launch night/ information session for parents) • Pupil Council to meet fortnightly and have a higher profile in school • Development of Eco Group/RRS group/ JRSO/ Rota Kids group • P6 Pupils to be trained as Positive Play Leaders (Term 1) <p><u>DYW</u></p> <ul style="list-style-type: none"> • Business Breakfast • My World of Work Week • Links to DYW included in Context plans and monitored

	<ul style="list-style-type: none"> • Skills for Learning Life and Work included in Weekly Plans • Each classroom to have a Skills for Learning , Life and Work wall • Skills to be a main focus of learning and teaching and explicitly referred to on a daily basis • Partnerships/sustainable links with local business • Skills Assemblies • Development of a Financial Education progression, • Enterprise responsibilities for different stages e.g. Children in Need, Macmillan • Use of parents to develop skills • Familiarisation with new document Career Management Skills • Further DYW Cluster group developments.
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<p>Priority 3 - Leadership at all Levels</p>	
<p>Progress</p>	<ul style="list-style-type: none"> • All staff were part of a Working Group during Terms 1 & 2 which resulted in school priorities being pushed forward • Working Groups established were: <ul style="list-style-type: none"> Reporting to Parents Inclusive School Outdoor Learning Literacy (Writing and Reading) Homework Policy • Parents were invited to be part of these groups as part of the consultation and two parents expressed and interest in this and were part of the Reporting to Parents Group

Reporting to Parents/Parental Engagement Group

- A reporting calendar was drawn up, consulted on and shared with parents
- A new reporting format was devised and used last session
- Interim reports will form the basis of the first set of parent interviews this session
- Parents commented favourably on the user friendly nature of the new report

Inclusive School Group

- A new Inclusive School Policy was developed and shared with staff and parents
- WOW boxes were bought and issued for use in all classes
- INSET training for all staff was delivered
- Parents were invited in to school to hear about strategies to support reading and writing
- The Dyslexia Toolkit is being more widely used by staff in conjunction with parents
- Staff are more aware of the "symptoms" of a specific learning difficulty and how to support this. Parents and school work in partnership to support their child's learning

Outdoor Learning

- INSET training took place for all ELCC, P1 & P2 staff
- Weekly outdoor learning sessions planned for and taking place in all P1 & P2 classes
- Involvement with the Princes Trust to develop the outdoor area
- New resources purchased and being used on a weekly basis

Literacy Group

- New Big Writing Criteria developed and implemented across school (aligned to National Benchmarks)
- Yearly Writing overview developed to ensure appropriate delivery of different genres
- Reflective Reading INSET delivered by Anne Glennie
- Reading approaches developed and improved (although further development required)

	<p><u>Homework Group</u></p> <ul style="list-style-type: none"> • New Homework Policy developed, consulted on and implemented (September 2018) • Homework Club established (September 2018)
Impact	<p><u>Reporting to Parents/Parental Engagement</u></p> <ul style="list-style-type: none"> • Parents found the New Reporting format easier to understand • More opportunities for parents to come to school to be part of /learn more about their children's learning <p><u>Inclusive School</u></p> <ul style="list-style-type: none"> • Staff now have a greater awareness of the importance of inclusive practice in the classroom • Learning boxes in every P4-7 class means that children have the resources they require to help support them with their learning which are readily available to them <p><u>Outdoor Learning</u></p> <ul style="list-style-type: none"> • Children are showing more creativity and resilience - this is evident through ongoing dialogues with learners and teacher observations • All staff from ELCC to P2 are now more confident in delivering relevant/quality outdoor learning sessions • Parents are more accepting of outdoor learning sessions <p><u>Homework</u></p> <ul style="list-style-type: none"> • Too early to measure impact as this has just been implemented <p><u>Literacy Group</u></p> <ul style="list-style-type: none"> • More accurate teacher judgement on Writing levels Criterion Scale now aligned to National benchmarks • Raised attainment in Reading in P1 & P4 and Writing in P4 & P7
Next steps	<p><u>Parental Engagement/Reporting to Parents</u></p> <ul style="list-style-type: none"> • Establish a Family Learning Calendar • Create "Family Nurture Room" • Create more opportunities for families to become involved in their child's learning when visiting school • Vary times and days of Open days to enable more parents to attend

- Interim Report to be created and used as the basis of 1st parent's evening discussion

Inclusive School

- Building pupils' confidence so that they independently use the resources within the Learning boxes.
- Ensuring that staff promote the use of the Learning Box for all pupils and that concrete materials are used during the teaching of maths.
- Continue to promote the use technology in the classroom to aid pupils with specific learning difficulties e.g. Lap tops / iPads - Text to Speech, National Accessible Library, Dyslexia Aid App etc

Outdoor Learning

- Create a "grab and go" folder which can be used by new staff to assist in delivery of outdoor learning activities
- Encourage staff teaching P3-7 to identify Outdoor Learning experiences as part of the weekly planning process
- Early Years staff to share expertise with P3-7 staff
- Purchase more outdoor learning clothing as required (using PEF)

Literacy

- Relook at how we teach spelling and develop all teacher's knowledge of this
- Develop handwriting policy and ensure handwriting taught effectively in school
- Continue to develop reading approaches

Homework

- Evaluate parent, pupil, staff thoughts on new approach after two terms

Priority 4 - Development of Self Evaluation to inform school improvements	
Progress	<ul style="list-style-type: none"> • Challenge questions for Core Qis were broken down used as part of the school's SE procedures. Staff engaged with these in a collegiate manner on a regular basis during staff meetings • Feedback from parents was sought at school events • Parents were surveyed prior to new Homework Policy being developed • Annual parental questionnaires were issued and results collated • Visible Learning surveys were carried out with staff and pupils and results collated • ELCC and P1 parents surveyed about their child's transition experiences and responses used to make changes to this year's procedures
Impact	<ul style="list-style-type: none"> • Staff have a more informed/accurate measure of the school's strengths and areas for improvement through the frequent use of HGIOS 4 challenge questions • Visible Learning surveys informed our focus for our work in Visible Learning next session (Pupil Voice and Feedback)
Next steps	<ul style="list-style-type: none"> • Results of surveys/feedback analysed more carefully and used more effectively to inform change in school • Planned cycle of self evaluation activities to include staff evaluations as well as parent and pupil surveys/feedback (annual calendar produced) • Raise the profile of Pupil Voice in school through more regular surveys/ feedback opportunities/pupil committees/ pupil focus groups • Parent focus groups • More involvement of Parent Council in school developments • More regular parent/ pupil surveys linked to Wellbeing Indicators

	<ul style="list-style-type: none"> • Use of <i>GTCs</i> standards as part of <i>Staff Meetings</i> and as an ongoing reflection tool by teaching staff • Continued used of <i>HGIOS 4</i> challenge questions for additional <i>QIs</i> and not just <i>Core QIs</i> • More effective analysis of attainment data to inform next steps in curricular development/pedagogy • Staff to be more empowered to lead school developments
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Priority 5 - Curriculum	
Progress	<ul style="list-style-type: none"> • Curriculum Map has been revisited/redesigned to ensure <i>Contexts for Learning</i> are relevant and meaningful with a focus on appropriate <i>Skills</i> development and opportunities for <i>Cross Cutting Themes</i> to be embedded as well as ensuring there is a clear progression across the school • A three year <i>Strategic Curriculum</i> plan which ensures a balanced curriculum experience has been developed. This now has a very clear focus on key outcomes and appropriate benchmarks
Impact	<ul style="list-style-type: none"> • Too early to measure impact as yet. The new plan just came into effect in August and will be rolled out throughout this session
Next steps	<ul style="list-style-type: none"> • Map out outcomes delivered through annual events • Create appropriate plan to ensure balance of discrete subject areas such as <i>Expressive Arts/Science</i> etc throughout a school session • Clear <i>Health and Wellbeing</i> progression to be developed and appropriate resources purchased to aid delivery • Staff to plan new "<i>Worlds</i>" collegiately • <i>Pupil Voice</i> to be more evident in the planning of new contexts with opportunities for pupils to lead the learning given at the beginning of each new context

	<ul style="list-style-type: none"> • Staff to ensure contexts being delivered are relevant and that through these there is explicit reference to and planning for the development of DYW/Skills for Learning, Life and Work. There should be a balance of the acquisition of knowledge and the development of skills • Development of planned IDL opportunities • Refocus on the Four Capacities and ensure these are referenced meaningfully through day to day curriculum delivery
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Priority 5 - Assessment and Moderation	
Progress	<ul style="list-style-type: none"> • Collegiate/stage working is developing at school level • Staff have developed their understanding of holistic assessments through delivery of 2 collegiate session by the local QAMSO • Writing assessment criteria has been overhauled and is now more closely aligned with National Benchmarks 2017 • National Benchmarks & Frameworks are being used more effectively and regularly to support the school's consistency in making judgements about learners and their progress • New Standardised Assessments have been carried out at P1, P4 and P7 and results used to inform practice and professional judgements • Tracking of progress meetings/dialogues taking place between SMT and class teachers three times per year. This is done in stages to ensure moderation and consistency between teachers judgement
Impact	<ul style="list-style-type: none"> • Children's experiences are more consistent between classes • Teacher judgements are more accurate as Frameworks and benchmarks continue to be used more robustly as part of the planning process • Teachers are beginning to use standardised assessment results more effectively to inform their planning and teaching

Next steps	<ul style="list-style-type: none"> • Use of Critical friends for professional developments • More opportunities for moderation at school/cluster level to form part of our collegiate calendar (maths, writing, presentation etc) • More input on Achievement of a Level through collegiate session delivered by QAMSO and follow up work in school • Development of Assessment Policy/annual calendar • Development of Hollistic Assessments (as part of Curriculum Map) • Whole School approach to Formative Assessment/Feedback to be developed and rolled out • Deeper scrutiny of planned assessments (Big Writing, Accelerated Reading, SNSA etc)
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ELCC Priorities

Priority 1 - Monitoring, Recording and Tracking Progress	
Progress	<ul style="list-style-type: none"> • Staff are using Aberdeenshire Frameworks for Numeracy, Literacy and Health and Wellbeing more effectively to track children's progress • Staff have started tracking using whole school tracking system using shared language (On Track, Requiring Support, Exceeding Expectations) • More professional dialogue between ELC staff and P1 staff has taken place to share information on progress in Numeracy
Impact	<ul style="list-style-type: none"> • Staff have a clearer and shared understanding of how best to support individual children's progress within early level for Numeracy, Literacy and Health and Wellbeing • Staff have gained a clearer knowledge and understanding of early numeracy and literacy skills • Smoother transition into P1 for pupils and better working relationships between staff
Next steps	<ul style="list-style-type: none"> • To begin to use Aberdeenshire Frameworks for all other curricular areas • Introduce baseline assessments for Numeracy and Literacy to further measure progress and highlight any difficulties arising making professional judgements more robust

	<ul style="list-style-type: none"> • Continue to ensure time set aside for professional dialogue and collaborative working between ELC staff and P1 staff in regard to progress in Numeracy and Literacy across early level with P1
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Priority 2 - Outdoor/Indoor Learning	
Progress	<ul style="list-style-type: none"> • INSET training with Creative Star • Audit of outdoor learning completed and changes made to the provision as appropriate (see Impact) • Parent Questionnaire issued • Tales Toolkit was introduced. The use of this needs to be developed further • Staff are all trained in Makaton and this is being used effectively in the ELCC setting •
Impact	<ul style="list-style-type: none"> • In response to the audit, both indoor and outdoor environments have been adapted to create a more enabling environment which will promote independent learners. This is also tailored to cater for children's individual interests • Amendments to outdoor learning was made in response to parent questionnaires • Children are beginning to be more confident in oral language activities
Next steps	<ul style="list-style-type: none"> • Continue to ensure both outdoor and indoor provision suits the needs of all learners and continues to promote independent/creative learning • Continue to embed Tales Toolkit more fully in ELC. This will now be introduced into P1 and shared with parents

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

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Level of quality for core QI: School - 3 ELCC - 3

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 and empowered in taking lead roles in school improvement initiatives such as Outdoor Learning, Science, PE, Reporting to Parents, Inclusive Practice, Literacy and 1 plus 2 languages 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.
- HGIOS4/ HGIOELC has been introduced and relevant Quality Indicators used to inform monitoring and evaluations. Staff have engaged in Self Evaluation activities linked to Core QIs from HGIOS 4 and have used the associated Challenge Questions to evaluate their practice (this should now become 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/ in main reception
- 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; 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.

- 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 took place last 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 areas 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

1.3 Key strengths:

School

- All staff are committed to change which results in improvements for learners
- A range of approaches are used to gather views and ideas in order to further improve the school. (Computer based questionnaires, carousel discussions, team meetings, individual meetings)
- Staff understand the value of self-evaluation and improvement planning. A culture which promotes a need for a shared vision for change and improvement which is meaningful and relevant to the context of the school within our community has been established.
- "Progress and Attainment Meetings" give teaching staff an opportunity to discuss improvements/next steps.
- Weekly planning formats encourage regular self-evaluation.
- The school's robust Quality Assurance calendar ensures there is focused attention on monitoring and evaluating learning and teaching. Classes are observed termly (either by SMT or by critical friends), jotters are sampled, and planning formats are monitored.
- Peer monitoring is encouraged and timetabled to further improve quality teaching and learning. Most class teachers are very reflective practitioners

ELCC

As above but also:

- Regular staff meetings and training nights
- QA calendar which mirrors whole school calendar
- Planning in the moment encourages regular staff reflection and evaluation. This is also good for parental involvement and feedback. Moderation and collaboration is also developed through this approach

Identified priorities for improvement:

School

- Staff need to become more actively involved in improvement planning & school development work. All staff members should be more involved in the evaluation of progress and the identification of future priorities.
- Collegiate activities should be more focussed upon working towards the outcomes on the school's improvement plan and provide a focus for regular reflection and discussion on progress made.
- Staff confidence in using a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge should be developed. A more robust assessment calendar needs to be developed.
- A more robust approach to how pupils, parents and staff are consulted and actively involved in evaluating the school needs to be developed with results scrutinised and used to inform school developments. (Examples include - electronic questionnaires, pupil/parent voice, written feedback forms.)
- All stakeholders should be encouraged to share their views and influence school improvement.
- Staff to engage more regularly in moderation exercises both in school and with cluster schools in order to share practice and develop a shared understanding of progression in Literacy and numeracy.
- Self-evaluation and learning visits to be developed further both in school and with neighbouring school focusing on moderation
- Practitioners to have systematic opportunities to review and refresh their pedagogical practice looking inwards, outwards and forwards.
- Develop our tracking of wider achievement and the impact it is having on individual learners. Link to Skills for Life project and DYW work which is currently being evaluated.
- Continue to upskill staff on interrogation of assessment results to inform planning of targeted support/pace & challenge.
- 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

ELCC

- **Create ELCC specific values and vision as perhaps school vision is not very appropriate for nursery setting?**
- Promote vision, values and aims with staff and parents and to ensure it is central to our learning and teaching

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

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

Level of quality for core QI: School - 3 ELCC – 3/4

(HGIOS4 1-6 scale)

Overview:

School and ELCC

- 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
- 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.
- Regular outdoor learning experiences are beginning to be incorporated in to the weekly planning of Early Years and P1 & P2 classes
- Positive engagement with parents encourages them to take an interest in their child's learning - attendance at Curriculum Evenings is showing a vast increase
- Digital technology is being used more regularly and effectively in daily learning and teaching but this needs to be developed further. 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
- Staff are beginning to plan collegiately and are beginning to use assessment information to track progress and identify next steps in learning
- Some teachers use feedback effectively to inform and support progress in learning - this is not consistent across school and needs to be developed further

- 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
- Transitions are mainly well-supported but curriculum transition with the local secondary school and from Early Years settings (partner provider) to P1 needs to be more effective. Transition from Clerkhill ELCC to P1 was very effective this session
- Transition paperwork has been developed to ensure detailed sharing of appropriate information between stages
- 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
- The school offers a range of extra curricular clubs (J Rock, Choir, Sporting activities, AFCCT initiative)
- Almost all learners are motivated and eager to engage in their learning.
- The school is continuing to work on sharing the purpose of learning with pupils and the majority of pupils know what to do in order to be successful. This is especially evident in writing tasks but needs to be rolled out to all curricular areas
- The quality of learning and teaching is satisfactory

2.3 Key strengths:

School

- 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. It is positive and respectful of all.
- Behaviour in Clerkhill School is very good which in turn leads to focussed learning and calm learning environments
- Children have positive relationships with both teaching and non teaching staff whom they trust enough to talk to when they need help
- 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
- We make very good provision for our Looked After children who have their needs met very well

- 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 emotional needs
- Parents are supported to actively and meaningfully 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
- We provide a high level of social and emotional support for all our children through our nurturing ethos and approaches
- We work closely with parents and carers and our relationships with them are based on mutual trust and respect.

ELCC

- Ethos and culture demonstrates a strong commitment to children's rights and there are very positive relationships within the setting
- Transition to P1 was very effective last session year leading to a more seamless and positive experience for parents, pupils and staff. Relationships between ELCC staff and P1 staff have developed positively and the sharing of practice has been facilitated
- Practitioners know individual children and families very well and communicate effectively with them via newsletters, notice board, Facebook etc
- Staff in the setting work effectively with outside agencies to meet the needs of individual children

Identified priorities for improvement:

School

- Develop our moderation practices both in school and with schools within the cluster in order to further develop a shared understanding of standards as well as Holistic Assessments
- Ensure there is a focus on Skills for learning Life and Work as part of the teaching process as well as planned opportunities for DYW and Wider Achievement. Development of Skills Academy
- Develop the use of technology in supporting effective learning and teaching (including assistive technologies)
- Increase pupil confidence in discussing their learning/identification of next steps

- Develop a more consistent approach to feedback across the school
- Ensure pupils have the opportunity to participate in "groups" across school - Rights Respecting, JRSO, Eco Schools, House Captains, Pupil Council,
- 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)
- Development of whole school Learning and Teaching Policy outlining expectations in terms of Formative Assessment etc
- Learners need to be more involved in the planning process
- Continue to implement progressions for all curriculum areas; introduce new H & W programme using Bounce Back/ICE materials;

ELCC

- Develop the use of technology in supporting effective learning and teaching (including assistive technologies)
- More opportunities for family learning (refer to QI 2.5)
- Introduce daily "group time" (focussed learning and teaching)

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

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality for core QI: School – 3/4 ELCC - 4

(HGIOS?4 1-6 scale)

Overview:

Staff at Clerkhill School have a good knowledge of learners, their families and the local community. The school strives to ensure all are treated with respect and there are procedures in place to support pupils. Pupils have access to universal supports and there is a staged procedure in place with regard to targeted support.

3.1 Key strengths:

School

- Everyone in our learning community is treated fairly and with respect and we place importance on fostering positive, open & supportive working relationships based on trust.
- The School has an ASN audit of need and regular tracking discussions with staff. Where staff identify learners who require support the school responds quickly accessing available resources to support.
- All staff have completed annual update of Child protection training and GIRFEC principles ensuring a clear protocol is in place in order to meet individual needs.
- The school has an inclusive ethos.
- The Aberdeenshire Dyslexia friendly toolkit has been used to support pupils across the school.
- Staff are vigilant and are prompt to raise concerns around pupil progress and well being.
- Effective transition arrangements are in place for Nursery and P7 pupils.
- Planning is differentiated and responsive to meet individual needs. PSA time is targeted appropriately according to level of need
- Recent development priorities have led to a rise in attainment in Reading and Numeracy

- Most of 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
- Children with a wide range of needs are included well in our school
- Effective multi agency working

ELCC

- A key worker system is well established
- Staff are very approachable and have developed excellent relationships with families
- Effective use of chronologies

Identified priorities for improvement:

Whole School

- Develop approaches to measure fully the impact of targeted interventions over time for our learners, particularly our PSA support
- Develop appropriate paperwork for pupils requiring support from AsL staff
- Continue to target use of PEF appropriately in order to ensure pupil need is met
- Ensure those pupils who require an IEP have these in place and that targets on these are SMART and evaluated regularly
- Make greater use of available diagnostic assessments to identify specific gaps in children's learning and tailor support appropriately
- Continue to work on Raising attainment in Writing / Reading/ Numeracy (see improvement priorities)
- 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
- Develop a clear H & WB progression/programme across school

ELCC

- Ensure those pupils who require Support Plans have these in place and that targets on these are SMART and evaluated regularly. Continue to work with Care Plans as and when required for appropriate pupils. These should be evaluated every 28 days
-

Evaluation of QI: [3.2 Raising attainment and achievement / Securing Children's Progress](#)

Level of quality for core QI: School - 3 ELCC - 3
(HGIOS?4 1-6 scale)

Key strengths:

- Attainment data is discussed and analysed at tracking/planning discussions as per QA calendar.
- Tracking and monitoring of attainment highlights that the majority of our pupils attain expected levels for literacy and numeracy. There have been improvements in the percentage of pupils achieving expected levels over the past two years (see tables in Appendix 1)
- Attainment data from standardised assessments demonstrates that there is a good match between this and teacher's professional judgements.
- Supports are put in place based on attainment conversations. Expertise is sought from AsL teacher (if available)/partner agencies to select appropriate interventions
- Wider achievement is celebrated and shared with individual classes and at whole school level
- Staff understand the need for equity within our learning and achievement. We strive to ensure barriers to learning, including poverty, are removed to allow learners to succeed and achieve.
- Attainment in literacy and numeracy for all learners is central to the work of our school and features in annual improvement priorities
- Children's University is encouraging many of our pupils in P4-7 to participate in community clubs and events (40%) - the school also provides opportunities for pupils to develop wider achievement (JRSO, Pupil Council, Rota Kids, Eco Group, Prefecting, Positive play Leaders, House Captains, Head Boy/Girl etc)
- Emerging Literacy Assessments show that the majority of our P1 children have made very good progress in literacy from the start of P1 and the end. (See Appendix 2) Results of baseline assessments show that there now needs to be more work on early literacy skills taking place in ELCC. We now need to look at our approaches to early literacy in our ELCC setting.

ELCC

- There has been greater opportunity for pupils to engage in Freeflow play due to the Inside/Outside Learning approach
- Numeracy targets are visible within the setting in a child friendly display
- Staff are confident in the use of GIRFEC principles
- Enhanced transition arrangements in place for identified pupils

Identified priorities for improvement:

School

- Continue to track attainment, including attainment over time to pick up trends, evaluate and use for identifying improvement priorities.
- Pay more particular attention to specific cohorts of children (eg LAC, EAL, Lower Deciles, PEF, Gender etc)
- Analyse attendance stats more fully on a monthly basis
- Staff development time to be used to familiarise themselves with SNSA information/ Accelerated Reading/Emerging Literacy assessments and use as appropriate to inform next steps in planning and teaching
- Continue to develop moderation opportunities across the school and cluster to ensure shared expectations to bring greater consistency in teacher professional judgement
- Continue to embed the use of Aberdeenshire and Education Scotland's benchmarks to continue to make increasingly confident professional judgements.
- Our pupils need to be more empowered to have a say in the quality of their learning experiences and how to improve (Pupil Voice / Visible Learning)
- Begin to provide wider opportunities for all pupils through the development of a "Skills Academy" one afternoon per week
- 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 for our learners to make connections directly to employers (Development of DYW)
- Use of Career Education Standard to audit current practice

ELCC

- Use of Tales Toolkit improve literacy skills
- Begin to use Emerging Literacy/Phonological Awareness in ELCC

PEF 2017-2018

Identified gap	<ul style="list-style-type: none"> • The development of literacy skills and numeracy skills • Ensuring wellbeing, equity and inclusion
Expenditure	<ul style="list-style-type: none"> • Retired teacher - To work with PEF children with specific SALT recommendations / phonological awareness issues and with small groups to improve spoken language - £16,733 • Additional PSA (20 hours per week) - To work with pupils on Reading Wise reading recovery programme and other identified daily programmes -£11,220 • Fund the cost of buses for additional school trips to enhance pupils' learning experiences - £3,000 • Use of resources to create a nurturing room for parents to attend small groups in relation to, for example: Reading with your child, cooking, playing with your child, sleep problems, behaviour management etc in a non threatening environment - £6,000 • Accelerated reading - To develop and enhance pupils' enthusiasm / reading ability - £4,500 • Funding of Junior Rock Challenge - Completely fund the costs of taking pupils to/ participating in Junior Rock Challenge event - £1,500 • Reflective Reading Training and resources - £2000 • "Hands on" maths resources - £5000 • Reading Wise Reading Recovery Resource, Toe by Toe and Hornet daily programmes (training for staff included) - £4000 • Relax Kids (Mindfulness / Yoga) - 1 day per week between August and December - £3200 • Cluster Visible Learning 3 year programme - £12,00 (over 3 years)
Expected outcomes	<ul style="list-style-type: none"> • A more consistent approach to the teaching of reading and literacy skills • Appropriate interventions for children just missing key reading benchmarks • Stronger progression in children's communication skills at an earlier stage which will impact on their literacy developments as they move through school • Children will show an increased engagement with a wider range of texts • Reading, writing and numeracy attainment will improve

	<ul style="list-style-type: none"> • Improved attitude to learning / target setting/more effective feedback • Greater opportunity for pupils to engage in wider achievement activities (J Rock) • Pupils able to self regulate behaviour and emotions through applying Relax Kids strategies
<p>Impact Measurements</p>	<ul style="list-style-type: none"> • Use feedback and data from company providing Visible Learning programme and training to show improved attitudes to learning which link directly to improved attainment for target group. In school QA procedures re monitoring of classroom practice will highlight improvements in learning and teaching • Look for improvement in CfE attainment over coming year to see impact made - particularly in mental maths and reading of those pupils identified. Compare to last year's data • Audit how often teaching staff / PSAs are having to use interventions linked to low level behaviour. Monitor improvement in social interactions - evidence in class and in playground of improved behaviours and less time lost due to dealing with behaviour which may negatively impact on learning • Measure impact of increased opportunities for participation in creative arts / sporting activities in relation to engagement in learning and improved behaviour. This will be done through professional dialogue and analysis of behaviour issues on a termly basis • Request feedback from parents on "family learning sessions" and discuss impact / improvement on pupils' classroom performance with teachers, PSAs and EYPs

Capacity for Improvement

Clerkhill School and Nursery staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

Our capacity to improve is good as we have:

- Committed, hard - working, stable staff
- Pupils who show a respect for and commitment to learning
- A 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

Key priorities for Session 2018 - 2019

Priority 1 – Raising Attainment and Achievement / Curriculum

Priority 2– Improvement in children’s Health and Wellbeing

Priority 3 – Developing the Young Work Force

Priority 4 - Effective data analysis and Self Evaluation to secure school improvement

Priority 5 – Assessment and Moderation

Priority 6 – Family Learning

Action planning

National Improvement Framework Priorities	HGIOS and ELCC
<ul style="list-style-type: none"> 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. Improvement in employability skills and sustained, positive destinations. 	1.1 Self-evaluation for self-improvement
Key drivers of improvement School leadership	1.2 Leadership for learning
Teacher professionalism	1.3 Leadership of change
Parental engagement	1.4 Leadership and management of staff/ practitioners
Assessment of children’s progress	1.5 Management of resources to promote equity
School improvement	2.1 Safeguarding and child protection
Performance	2.2 Curriculum
	2.3 Learning teaching and assessment
	2.4 Personalised support
	2.5 Family learning
	2.6 Transitions
	2.7 Partnerships
	3.1 Improving/ ensuring wellbeing, equality and inclusion
	Specific to HGIOS 4
	3.2 Raising attainment and achievement
	3.3 Increasing creativity and employability
	Specific to HGIOLC
	3.2 Securing children’s progress

		3.3 Developing creativity and skills for life	
Improvement Priority	Outcomes for learners	Impact Measurement	PEF
<p>Priority 1 - Raising Attainment and Achievement/ Curriculum HGIOS QIs 2.2 2.3 3.2</p>	<p>Literacy</p> <ul style="list-style-type: none"> • Pupils at Early level will experience the emergent literacy approach which will ensure early phonological awareness is well embedded, leading to raised attainment in literacy • Writing across all levels will be taught in a progressive manner throughout the school year, ensuring all genres are taught effectively using the newly developed writing planners • Cursive writing will be implemented across school 	<p>Evidence of impact:</p> <ul style="list-style-type: none"> • Analysis of attainment and achievement data. Looking at what is working well in P.1 and thread this through future developments. • Big Writing attainment data/ improvement in standard of extended writing • Handwriting and presentation will improve across school. This will be evident through jotter sampling. Cursive writing will also aid pupils in their ability to spell more accurately 	<p>Purchase of tales Toolkit to improve literacy skills in the early years Additional PSA hours to support early intervention</p> <p>Purchase of new cursive handwriting scheme (online)</p>

	<ul style="list-style-type: none"> • More prescriptive literacy progressions will be developed to ensure clear expectations at each level (we will begin to develop this this session for implementation next session) <p><u>Numeracy</u></p> <ul style="list-style-type: none"> • Develop Financial Education plans • Ensure children have the opportunity to apply their numeracy skills to problem solving contexts • Development of diagnostic assessments to identify gaps in learning and holistic assessments to show application of learning 	<ul style="list-style-type: none"> • Standards of literacy will improve across all levels with teachers having clear progressions for the teaching of key literacy skills (grammar, comprehension, punctuation etc) • Pupils have the opportunity to develop their understanding and knowledge of financial principles • Children will be sampled when identified as achieving a level (this will ensure scrutiny of teacher levels as accurate) • Diagnostic assessments will identify any gaps in learning and allow appropriate interventions to be made as appropriate • Holistic assessments will enable pupils to demonstrate their ability to apply the knowledge in new and unfamiliar contexts 	<p>Purchase of new financial education resources</p>
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	<p><u>Curriculum Design (Breadth and Balance of Curriculum/ Progressive and Relevant Curriculum)</u></p> <ul style="list-style-type: none"> • Implementation of Year 1 of new 3 year Curriculum Map which ensures relevant, progressive contexts used to cover all Es and Os over a 3 year cycle • Identify outcomes which need to be delivered through discrete teaching and ensure all subjects and key skills delivered effectively throughout a school session <p><u>Modern Languages</u></p> <ul style="list-style-type: none"> • Implementation of 1 plus 2 progression across school • Identify L3 at 2nd level • Increased use of Authority Modern Languages Frame work to ensure appropriate progression 	<ul style="list-style-type: none"> • Ensure breadth and balance Es and Os delivered through contexts across a year 3 period • Create blocks of time where subjects are delivered discretely (eg expressive arts) to ensure balance of subjects across an academic year • Clear whole school progression and plan to be developed and implemented • Teachers long term planning will show how languages are being delivered • Teachers will know which skills should be taught at which stage 	<p>Resources purchased as appropriate to support delivery of relevant contexts/ class outings etc</p>
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<p>Priority 2 - Improvement in Children's Health and Wellbeing HGIOS QIs 3.1</p>	<ul style="list-style-type: none"> • Purchase and implementation of new H & WB resource for use across school (ICE Playback and Bounce Back). This will ensure a clear H & WB plan is delivered at all stages • Emotional check ins to be used daily in each class • Shanarri questionnaires to be used on a termly basis with pupils, staff and parents and focus on Shanarri indicators as part of weekly assemblies • Healthy initiatives to be organised (I Bike, Health Week etc) • Establishment of Healthy Breakfast Club for identified pupils 	<ul style="list-style-type: none"> • Through 3 year planning cycle and discrete lessons, there will be a clear H & WB plan/progression for each level which will ensure all elements are taught in a progressive manner • Emotional wellbeing/H& WB to be an integral part of daily classroom routines (Responsibility of All) • Pupils will have the opportunity to identify feelings through regular feedback and questionnaires. Pupils and staff use and understanding of Shanarri will develop and become an integral part of daily dialogues at both class and school level • Pupils/ staff and parents will be more aware of healthy lifestyles and participate in initiatives regularly 	<p>Purchase of new H & WB programmes</p> <p>PSA hours/ purchase of food for breakfast club</p>
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	<ul style="list-style-type: none"> • Identified pupils to participate in AFCCT initiative aimed at developing resilience, social skills/ improving focus and concentration/ providing wider achievement opportunities and promoting positive playground behaviours • Ensure IEPs/Support plans/ appropriate interventions are in place for all children identified through tracking meetings as requiring these • Measure impact of interventions on a regular basis to ensure individual needs are being met as effectively as possible • Continue to monitor attendance/lates - appropriate interventions • 	<ul style="list-style-type: none"> • Reduction in playground incidents/ behaviour issues • Improvement in social abilities of identified children • Identified children participating in healthy lifestyle activity once a week • Individual pupil needs will be met more effectively and parents more involved in this process • All pupils to attend school regularly and families to be supported with attendance / punctuality as required 	<p>Purchase of AFCCT intervention from Oct '18 - July '19</p> <p>Positive Playground intervention training for PSAs (Nov INSET)</p>
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	<ul style="list-style-type: none"> • Develop staff understanding of Leuven scales in order to consider pupil participation and engagement. Leuven scale to be used to evaluate pupil engagement as part of classroom observations 	<ul style="list-style-type: none"> • Pupil engagement and participation to increase / teachers to modify practice/ learning activities appropriate to improve learner engagement (ensure tasks and activities match needs and abilities - interventions as appropriate for pupils who find engagement and participation challenging) 	
<p>Priority 3 - Developing the Young Workforce/Skills for Learning Life and Work (Improvement in Employability Skills) HGIOS QIs 3.3</p>	<ul style="list-style-type: none"> • My World of Work/Careers Week (as part of 3 year Curriculum Map) • Links to DYW included in Context plans and monitored • Skills for Learning Life and Work included in Weekly Plans • Each classroom to have a Skills for Learning , Life and Work wall • Skills to be a main focus of learning and teaching and 	<ul style="list-style-type: none"> • Pupils will develop their knowledge of the types of jobs available to them and the skills needed to undertake these jobs • Staff will make reference to DYW and Skills for Learning Life and Work a part of the planning process • Skills will be explicitly referred to as part of the learning and teaching process and pupils will begin to talk about these as part of their learning 	

	<p>explicitly referred to on a daily basis</p> <ul style="list-style-type: none"> • Partnerships/sustainable links with local business • Skills Assemblies • Development of a Financial Education progression • Enterprise responsibilities for different stages e.g. Children in Need, Macmillan • Use of parents to develop skills • Familiarisation with new document <i>Career Management Skills</i> • Further DYW Cluster group developments. • All children to be involved in a Skills Academy one a week at an allocated time across school 	<ul style="list-style-type: none"> • Pupils will have the opportunity to develop key life skills through participation in skills academy (cooking, crafts, woodwork etc) 	<p>Purchase of resources as required to run Skills Academies effectively</p>
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		<ul style="list-style-type: none"> • Raised attainment for pupils and development of appropriate skills for learning, life and work. 	
<p>Priority 4 - Effective Data Analysis, Assessment and Moderation HGIOS QIs 2.3 3.2</p>	<p>Data Analysis</p> <ul style="list-style-type: none"> • Staff to scrutinise data from SNSA/ Accelerated Reading/Phonological Awareness Assessments/Numeracy Assessments etc and ensure this is used to support planning, provide appropriate support etc • Ensure TMR system is robust and allows for effective analysis of data • Data to be analysed more effectively according to specific cohorts of children (LAC, EAL, Gender, PEF etc) 	<ul style="list-style-type: none"> • Data is used effectively to target resources for impact • Raised attainment for pupils 	
<p>Priority 5 - Effective Self Evaluation to</p>	<ul style="list-style-type: none"> • Sustained, planned use of HGIOS 4 and GTCS standards to evaluate practice and both individual and school level (CAT Sessions) 	<ul style="list-style-type: none"> • Teachers have a better awareness and shared understanding of expectations and standards of good practice 	

<p>secure school improvement HGIOS QIs 1.1</p>	<ul style="list-style-type: none"> • Use of pupil voice to evaluate practice on a regular basis and direct their learning • Planned opportunities for parent/staff feedback • Establishment of parent focus groups • Development of collegiate working at all stages 	<ul style="list-style-type: none"> • Evaluations are used to improve practice at both school and individual level • Pupil voice is given priority in school developments and in relation to their learning • Pupil leadership opportunities are increased which will enable pupils to develop key life skills • Staff share good practice and critically evaluate each others practice • Future school improvements are based on robust evidence gathered over the session 	
<p>Priority 6 - Family Learning HGIOS QIs 2.5</p>	<ul style="list-style-type: none"> • Family Learning calendar of events to be created and developed throughout the session 	<ul style="list-style-type: none"> • Raised attainment • Increased parental engagement in school life and child's learning 	<p>Installation of new kitchen/cooking facilities in school "Conference Room" and establishment of Family nurture room</p>

National Improvement Framework Priorities		HGIOS and ELCC	
<ul style="list-style-type: none"> •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. <p>Key drivers of improvement :</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children’s progress</p> <p>School improvement</p> <p>Performance</p>		<p>1.1Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children’s progress</p> <p>3.3 Developing creativity and skills for life</p>	
Improvement Priority	Outcomes for learners	Impact Measurement	PEF
Raising attainment and achievement HGIOELC QIs	Children will experience a strongly researched approach to the teaching of early literacy (emergent literacy) in ELC which will impact on attainment for all learners.	Evidence of impact: Almost all children making sustained progress in their learning.	
2.2			
2.3			
2.4	Robust tracking of children’s progress and achievements in numeracy and literacy will provide	Information gathered is informing planning and improvement.	
3.2			

	reliable evidence leading to significant improvement to learning and developmental outcomes for children.	Planning and assessment is improving learning and teaching.	
2.3 Planning Tracking Monitoring 2.2 Curriculum	<p>To being to use Aberdeenshire Frameworks for all other curricular areas.</p> <p>Introduce baseline assessments for Numeracy and Literacy to further measure progress and highlight any difficulties arising making professional judgements more robust.</p> <p>Continue to develop a planning in the moment approach to learning and teaching. Anna Ephgrave training for all Early Level staff.</p> <p>Continue to ensure time set aside for professional dialogue and collaborative working between ELC staff and P1 staff in regard to progress in Numeracy and Literacy across early level with P1.</p>		
2.3 Learning and engagement Quality of interactions	<p>Monitor outdoor and indoor provision so that it suits the needs of all learners and continues to promote independent/creative learning.</p> <p>Continue to engage with a developmental approach to literacy with a strong focus on oral language.</p> <p>Staff to continue to use the Tales Toolkit resource to develop communication, creativity and social skills.</p> <p>Parent awareness sessions.</p>		
2.4 Personalised support 3.2 Securing children's progress	<p>Identification of learning needs and targeted support –support plans built with input from relevant agencies.</p> <p>Sensory integration awareness training for all ELC staff recognising that sensory development is the core of children's whole learning development.</p> <p>Multi agency work with Anna Ritchie School. Shared understanding of children's progress and achievements.</p>		

Wider Achievements

Memories are made of this:

As a school we place a high value on pupil achievements and strive to create opportunities for pupils to achieve and for us to recognise and celebrate achievements gained both through school activities and other pursuits.

Charities supported by the school over the last session included:

Children In Need - £975

The Poppy Appeal

Sports Relief - £219

Macmillan Cancer Relief - £522 (P4 pupils organised and ran a very successful Coffee Morning)

Neonatal Unit (ARI) - £202 (raised through Nursery Christmas Concert)

McMemory Maker -£500 (raised through P1-7 Christmas Concert)

The Local Foodbank (Our Rota Kids group organised for food donations to be brought to school and donated to the local foodbank)

Wider Achievement

- Pupils have benefited from a wide range of extra curricular clubs and activities including Basketball, Tennis, Badminton, Zumba, Dancing, J Rock, Choir, Science Club and Lego Club all run by staff from the school
- Our Choir of almost 80 children entertained local care home residents and hospital patients, led a Burns evening, took part in Community Christmas Carol singing and entertained shoppers in the town centre at the Light Up Peterhead event
- Our Pupil House Captains have continued to lead the School in our effective positive behaviour management and rewards system.
- Primary 6 children trained as Positive Play Leaders after a course and Primary 7 pupils gained awards for Prefecting Responsibilities
- P7 pupils worked hard to produce an end of year show which included set design, ticket design as well as the development of dance, drama and performance skills (after the show, one of our lead performers was invited to DJ on the local radio station breakfast show -Waves Radio)
- Many of our classes went on trips and visits to the local area, including the local library and museum, harbour, town centre as well as further afield as part of their context focuses
- P7s enjoyed a 4 day trip to Edinburgh. Their excellent behaviour was commented on by various members of the public whilst in Edinburgh.

- Some of our primary 7 pupils took part in a Rotary Quiz with the Rotary Club. They competed against a number of other schools in the area and did very well to come third in the 1st round
- P6s had the opportunity to participate in a 4 day activity residential trip to Glenshee
- Clerkhill Science Club continue to be one of the foremost Science Clubs in Aberdeenshire and indeed Scotland, taking the title of "National Science Club of the Year" in previous years. They continue to have good links with the local business Score. This year they won the regional STEM Challenge "Knots to Watts" and went on to showcase their skills at the Science event in Dundee. They also participated in the national finals and developed key engineering and design skills.
- 70 of our pupils took part in the regional J Rock event, this year winning 1st place. Many of our P4-7 pupils were given the chance to develop their creative, dance, drama and team work skills through participating in this event. We also linked with local painters and decorators who assisted with our set design. Links were also made with the local prison and local dance schools who all contributed to our winning performance. Many parents were involved with the production also
- Our P6 classes took part in a highly successful enterprise activity which included the opportunity for parents and carers to engage with the school showcasing learning which had been taking place over the term (this took the form of an "Oliver Production". We now have enterprise events mapped into our Annual Curriculum Map
- Our nursery pupils donated food to the local giving tree and managed to reach 207 families in need
- We had a very successful nativity performance which raised considerable funds for the local charity - McMemory Maker
- 25 of our senior pupils graduated from Children's University, after receiving credits for their wider achievements and extra curricular activities

Wider Community Links

- Our school choir contributed to the annual Light Up Peterhead event which was held in November 2017. They also performed at the annual Relay for Life event in July
- Some of our P3-7 pupils designed a banner and took part in the annual Relay for Life event in July
- Football teams had a very good year led by our parent volunteers. They did exceptionally well in their league and also a number of Cups throughout the session. P7 boys came third in the Aberdeenshire football tournament. They should all be delighted with what they achieved.
- Our Parent Fundraising Committee, pupils and staff got involved in our annual Christmas and Summer Fayres. The very successful Committee also organise many other events throughout the year, the proceeds of which are used to fund a variety of

things for the school including Christmas parties and a gift for all children, technology, new playground equipment and leavers gifts for our P7 pupils.

- Each year our Primary Six and Seven pupils carry out work with the local wardens and Fire services to tackle the issues raised locally. This is a very worthwhile learning experience for pupils in our locality and they gain a lot from the experience
- Many of our parents have visited classes to share their knowledge and expertise on particular subject areas (eg a baker, a fireman, a Policeman, a nurse, a chef, a joiner, a fisherman, a lifeboat man etc)
- Our P1 classes linked with the local care home and visited one afternoon per week during Term 3, establishing good links with residents
- Rota Kids organise beach cleans at local beaches to develop our Eco Schools work and also to contribute to our J Rock theme of minimising plastic pollution
- Our P1-7 pupils linked with the local foodbank and donated many food items to this local charity. Nursery pupils linked with the local gift tree and collected foodstuffs etc which were distributed to needy families across Aberdeenshire
- Early Level staff linked with local Princes Trust to create an outdoor area

Appendix 1 -Achievement of a Level

Attainment 2016 - 2017				
	Reading	Writing	L & T	Numeracy
P1	60.8%	71.6%	82.4%	64.9%
P4	53.3%	46.7%	71.1%	57.8%
P7	70.6%	52.9%	60.8%	45.1%
School Average	61.5%	57.1%	71.4%	55.9%
Attainment 2017 - 2018				
	Reading	Writing	L & T	Numeracy
P1	69.8% (+9.8%)	65.1% (-6.5%)	84.1% (+1.7%)	73% (+8.1%)
P4	64% (+10.7%)	56% (+9.3%)	84% (+12.9%)	56% (-1.8%)
P7	70.3% (-3%)	71.9% (+19%)	85.9% (+ 15.1%)	75% (+30.1%)
School Average	68% (+6.5%)	64.3% (+7.2%)	84.6% (+13.2%)	68% (+12.1%)

Appendix 2 – Phonological Awareness data



Phonological Awareness Screen
Year Group: Data Analysis

Primary 1 children 2016-2017	1. Listening and attention	2. Auditory discrimination	3. Auditory memory	4. Word boundaries	5. Rhyme awareness and detection	6. Syllable blending	7. Syllable detection	8. Rhyme production	9. Onset-rime	10. Phoneme discrimination and alliteration	11. Phoneme blending	12. Phoneme segmentation
September'16												
No of children not achieving /41	1	3	10	24	12	5	11	31	24	14	33	36
Percentage not achieving	2%	7%	24%	59%	29%	12%	27%	76%	59%	34%	81%	88%
June'17												
No of children not achieving /41	0	1	1	4	0	0	2	14	2	1	8	13
Percentage not achieving	0	2%	2%	10%	0	0	5%	34%	5%	2%	20%	32%
<p>ANALYSIS: Small cohort due to first year of screening (only 2 out of 3 classes assessed). Rhyme production needs to be made more of a focus in P1 and will need to be explored</p>												

Primary 1 children 2017-2018	1. Listening and attention	2. Auditory discrimination	3. Auditory memory	4. Word boundaries	5. Rhyme awareness and detection	6. Syllable blending	7. Syllable detection	8. Rhyme production	9. Onset-rime	10. Phoneme discrimination and alliteration	11. Phoneme blending	12. Phoneme segmentation
September'17												
No of children not achieving /61	9	16	22	50	27	14	32	56	47	46	58	61
Percentage not achieving	15%	26%	36%	82%	44%	23%	52%	92%	77%	75%	95%	100%
June'18												
No of children not achieving /61	1	2	1	3	2	4	3	12	4	3	8	20
Percentage not achieving	2%	3%	2%	5%	3%	7%	5%	20%	7%	5%	13%	33%
<p>ANALYSIS: Rhyme awareness and detection - look at delivery of early literacy in ELC. Delay the teaching of phonics to allow for a greater focus on phonological awareness. Phoneme discrimination/segmentation – look at pedagogical approaches used in the teaching of phonics at the moment – is it explicit?</p> <p>Primary 2 – staff to be aware that stage 1 phonics must be embedded before work begins on stage 2. Continue to teach/consolidate phonological skills alongside phonic programme.</p>												