

**Clerkhill School**

**Standards & Quality Report**

**2019 - 2020**

**&**

**School Improvement Planning**

**2020 – 2021**

# School Forward

We are pleased to present both our Standards and Quality Report for Session 2019– 2020 and our School Improvement plan for the current session 2020 -2021. This report forms part of our quality improvement framework and provides important information regarding our schools’ 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 School 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

# The School and its context

**Vision for the school**

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.

**What do we aim to achieve for our children/pupils?**

**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

**Context**

Analysis of the **SIMD data** shows that no child at Clerkhill Primary School lives in Decile 1, with 13 children living in Decile 2 and 2 children 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 2019-2020.

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| **Key priority 2019-2020** | **Key actions undertaken** | **Impact (achieved throughout 2019-2020) & Next Steps** |
| **Priority 1 -**  Learning Teaching & Assessment  HGIOS QIs  2.2  2.3  (Improvements in Literacy and Numeracy) | **Literacy**  Writing across all levels continued to be taught in a progressive manner throughout the school year, ensuring all genres were taught effectively using our updated writing planners  P4-7 AsL staff supported formal writing sessions in classes  Guided Writing Approaches were implemented in all classes  The profile of writing was raised across school through things like word of the week, writing challenges etc  A new cursive writing scheme was purchased and had started to be implemented across school (P3-7)  A new spelling approach was implemented from P3-7 which is based on a series of codes  **Numeracy**  Financial Education plans developed  Pupils beginning to apply their numeracy skills to problem solving contexts  Development and use of diagnostic assessments to identify gaps in learning (Highland Numeracy Assessments)  **Early Level**  All early years’ classrooms have been set up to provide an enabling environment  There are timely opportunities to extend, apply and revisit learning in many different contexts and these are regularly selected by the children.  Flexibility of approach, location and resources is encouraged.  All children have continual access to opportunities to explore mathematical ideas in a concrete, pictorial and abstract way.  Children are provided with opportunities for mathematical mark making and access to a variety of formal and informal representations,  There are purposeful interactions with confident adults  Numeracy progression is organised to reflect conceptual stages of development which can be identified through well- established assessments  Use of concrete materials and visual resources  Making and representing numbers in lots of different ways.  Differentiation achieved through individual support and intervention  Diagnostic baseline assessments undertaken in Sept, Feb and June each session. These pinpoint gaps and misconceptions in children’s understanding  **Modern Languages**  L3 identified -BSL | The amount of pupils achieving expected levels in writing decreased in P1 and P4 last session. It increased slightly in P7. Writing approaches will remain as an improvement priority this session  At times, pupils seem to lack perseverance and motivation. Staff expectations and standards need to be consistently high. An input was given at INSET day in February focussing on High Expectations and Growth Mindset. This was repeated with new staff / staff who had missed the INSET day.  AsL staff gave an input on Guided Writing at the INSET day in November  Not all classes have fully embraced this new school handwriting approach and this should be more fully embedded this coming session. Classes who have ensured that handwriting is taught on a regular basis have seen a marked improvement in presentation.  SWST carried out last session show the majority of pupils have progressed in spelling  Children were becoming more aware of the links between maths and real-life situations which will continue to be developed and embedded further.  The need to have a more focused approach to problem solving was recognised. E. Macintosh to develop a more robust programme of work for this from p4-7.  Assessments have been used to identify the gaps in learning with pupils who have a difficulty in maths. This has then allowed for class teachers to plan more effectively for their pupils. Numeracy assessments linked to benchmarks to be put in place – DHT’s  Plan and adapt continuous provision to meet the children’s developing mathematical understanding  Encourage, listen and engage with children’s mathematical talk  Observe and carefully monitor the child’s process within activities (concrete, practical experiences underpin mathematical learning)  Engagement with a range of resources and representations to support children to think flexibly and to see multiple ways to approach and solve problems  Staff training - Highland training videos  Knowledge and skills bundled into blocks to be used during direct teaching sessions to give time to explore and develop depth of understanding  Mathematical learning is planned for in a range of ways including short daily focused direct teaching sessions, learning time and focussed interventions.  Flexible grouping and short bursts in small groups allowing teacher to extend thinking.  Observation - Teachers need to watch how a child works out the answer eg uses fingers, time taken to answer body movements  Encourage depth in mathematical understanding through sustained exploration of key mathematical ideas which children can revisit regulary to encourage fluency and embed understanding  Engagement with a range of resources and representations support children to think flexibly and to see multiple ways to approach and solve problems  Flexible grouping so new assessment systems can be piloted this year  Support staff in planning and integrating learning, teaching and assessment  Shared understanding amongst staff of how children and young people progress in numeracy and of effective learning and teaching strategies in numeracy  Staff attended INSET training on L3  P6 pupils attended BSL training alongside Hearing Support Services  L3 ready to roll out across P5-7 |
| **Priority 2 –** Improvement in Children’s Health and Wellbeing  HGIOS QIs  3.1 | New H & WB resource purchased and rolled out across school following INSET  Emotional check ins developed and used daily in each class  Focus on Shanarri indicators as part of weekly assemblies  Healthy Breakfast Club for identified pupils set up through linking with local church group  Identified pupils participated in AFCCT initiative to develop resilience, social skills/ improve focus and concentration/ provide wider achievement opportunities and promote positive playground behaviours  All staff trained in developing IEPs and IEPs/Support plans/ appropriate interventions are now in place for all children identified through tracking meetings as requiring these  Impacts of interventions measured on a regular basis to ensure individual needs are being met as effectively as possible | Staff now have a clear progression to plan from. Pupils are experiencing a broad range of H&W lessons, targeted specifically to their stage.  Staff found that children responded positively to this new process and linked well with SMT and F. Morrison in the Nurture Hub when issues arose. Appropriate support was then provided.  This has linked well with our school aims and core values. Along with our RRS P7 leaders, children and staff are becoming more aware of the Rights of the Child. This will continue to be developed further. Class charters will be introduced throughout the school.  Children responded positively to the opportunity to develop their skills through participation in the AFCCT. This was highlighted by the coach. Pupils were beginning to transfer their skills into other social situations that arose, both in class and in the playground.  Staff are now aware of the need for IEP’s to be working documents and work closely with SMT/ASN staff & F. Morrison to ensure targets are specific to the child’s needs and are manageable. IEPs should continue to be reviewed twice a year in collaboration with parents and appropriate targets set as a result of reviews. IEPs to be made available to PSA supporting in class  All staff involved engage in professional dialogue and have regular meeting to discuss progress and make changes accordingly. |
| **Priority 3** -  Developing the Young Workforce/Skills for Learning Life and Work  (Improvement in Employability Skills)  HGIOS QIs  3.3 | Links to DYW are included in Context plans and monitored  Skills for Learning Life and Work included in Weekly Plans  In some classes, skills are identified and discussed as part of the learning and teaching process. Skills displayed in some classes  A Financial Education progression has been developed  Children are different stages take responsibility for different enterprises (linked to Curriculum Map) eg Children in Need, Macmillan etc  Participation in DYW Cluster group developments.  All children were involved in a Skills Academy one a week at an allocated time across school (Terms 1 & 2) | The school have started to embed the language of skills for life learning and work across the curriculum  Improved opportunities for appropriate skills development and community engagement across the curriculum are now available  Pupils at risk of missing out on opportunities for wider achievement are identified  Planned interventions have been put in place to support identified children. (supported by PEF.)  Many DYW opportunities could not progress as a result of COVID restrictions |
| **Priority 4** - Effective Data Analysis, Assessment and Moderation  HGIOS QIs  2.3  3.2 | Staff are beginning 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  Robust TMR system in place with stage tracking meetings to aid moderation | The majority of staff are using diagnostic assessments to inform practice. This means that interventions are appropriate and timely.  Data levels are moderated at stage level and staff are becoming more aware of expected standards in line with national benchmarks and authority frameworks. Attainment levels are more evidence based. This should continue to develop next session. |
| **Priority 5** – Effective Self Evaluation to secure school improvement  HGIOS QIs  1.1 | More regular, planned use of HGIOS 4 to evaluate practice and both individual and school level (CAT Sessions)  Planned opportunities for parent/staff feedback (3 times per session and at open mornings etc)  Development of collegiate working at all stages | Regular CAT sessions were used for staff to engage with HGIOS 4 and unpick statements from the Core QIs accordingly. This is providing staff with more reliable self evaluation grades and a deepened understanding of the content of core QIs |

# How good is our leadership and approach to improvement?

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| **QI 1.3 Leadership of change**  Developing a shared vision, values and aims relevant to the school and its community  Strategic planning for continuous improvement  Implementing improvement and change |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement**  **Level of quality for core QI: Satisfactory with elements of good**  **(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * There is a very positive ethos within Clerkhill school. Most staff and most pupils can articulate the vision and values which are used regularly in learning conversations in some classes * The school has a clear curriculum rationale in place * 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, Eco Schools, RRSA, to improve outcomes for all our young people. * Almost all staff at Clerkhill School are reflective and dedicated to improving the school. They evaluate the quality of their work. Most staff feel confident to express their feelings and to voice their opinion in staff and school development. * Almost all parents feel that staff are approachable and almost all 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 is becoming stronger in the school’s approaches to self-evaluation but this will continue to be a priority next session * Relevant QIs from HGIOS4/ HGIOELCare used more regularly now to inform monitoring and evaluations. All staff engaged in Self Evaluation activities linked to Core QIs from HGIOS 4 last session and have used the associated Challenge Questions to evaluate their practice * Clerkhill School has robust quality assurance processes to ensure there is a focussed attention on monitoring and evaluating learning and teaching. All classes are observed regularly, peer observations are planned for. As yet, there is not consistency in practice across the school. Jotters are sampled. Discussions about planning take place as part of our termly tracking of progress meetings * Engagement with all stakeholders through a range of evaluation methods e.g. open afternoon; comments, compliments concerns slip; This has been done more regularly but should still continue to be a priority – eg question of the week on website/ in main reception. 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) * The majority of staff engage with professional learning/CPL opportunities through Aberdeenshire events. * Leadership roles are encouraged and taken on by some staff e.g. outdoor learning; science progression; RRS, Eco Schools, Probationer Mentor * Professional Review and Development (PRD) procedures are undertaken as per GTC guidance and time allocated for staff to update and review professional learning. * The majority of staff continue to work as a team and sometimes share practice although this needs to be developed in a more robust way. This team approach is very strong at certain stages in school but needs to be more consistent across school at all levels. * Most learners set targets in relation to their progress in Writing. Peer assessment and target setting is used in the majority of classes but still needs to become embedded in all areas across school and in more curricular areas * The majority of 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 and now speak with an informed awareness of the pupils in their class. * All staff continue to strive to ensure they are supportive and understanding of all families. * The majority of staff have high expectations of learners but this needs to be consistent across school. The Presentation Policy which was developed last session will support this * There have been opportunities for all staff to engage in moderation practices both within our own school as well as opportunities across the cluster * Most staff are committed to change which results in improvements for learners * “Progress and Attainment Meetings” give all teaching staff an opportunity to discuss improvements/next steps * Weekly planning formats encourage regular self-evaluation   **ELCC**   * Regular staff meetings and training nights where staff decide on the topics and focus areas of our discussions. * 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 * Staff are aware of self-evaluation and the importance of developing our practice to further the learning opportunities for children. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * Social media and Forms are used effectively to seek opinion. Newsletters provide regular opportunities for parents to be involved in the school. Shared learning sessions are planned for each year which centre around aspects of the school improvement plan. * Annual calendar of staff meetings with focus areas linked to the school improvement plan. There are regular opportunities for all staff to engage with QI documentation to review practice and plan next steps. * QA evidence informs next steps. There has been a clear focus on learning intentions, success criteria and feedback. * P7 pupils have started to engage with How Good is OUR School. This now needs to become fully embedded and planned for in line with school improvement priorities * There are pupil groups in place for areas such as Rights respecting and Eco Schools * Whole School QA calendar clearly documents processes to review and improve school work * CPD opportunities are linked to PRD and/or SQUIP. * In school moderation work carried out throughout the year – this needs to be developed further both within and outwith school   **ELCC**   * Staff meetings are minuted and saved in our digital ‘Teams’ space. This allows staff to add items to the agenda. * Our planning in the moment is responsive by nature and makes practitioners develop the environment and learning opportunities as planning progresses. This can be seen in previous cycles of our planning in the moment where the learning and activities have evolved based on children’s needs and interests. * Staff know we need to self-evaluate our environment, practice and operational procedures to ensure child have the best possible opportunities, however staff have not been as involved in the self-evaluation process. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * 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 (HT to participate in the Self Improving School System within the authority) * Continue to develop meaningful pupil participation in learning and teaching experiences as well as in the life and work of the school**.** * Revisit V,V,A * Continue to develop our tracking of wider achievement and the impact it is having on individual learners. Link to Skills for Life project and DYW work * More systematic use of How Good Is OUR School (pupil friendly version) * More regular opportunities for parents to be involved with school developments through Working Groups / small curriculum focus events (COVID dependent)   **ELCC**   * We need to create some nursery specific vision, values and aims with staff and parents and to ensure it is central to our learning and teaching. * Staff will be actively involved in the self-evaluation process; this will ensure that all staff are aware of our progress and where we are aiming to be. * We need to update our Quality Assurance calendar from last session to meet the current self-evaluation plan for this session. * We need to involve parents and children in our self-evaluation to ensure that our setting is evolving to meet the feedback and input from them. |

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

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| **QI 2.3 Learning, teaching and assessment**  Learning and engagement  Quality of teaching  Effective use of assessment  Planning, tracking and monitoring |
| **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: Satisfactory with elements of good**  **(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| School and ELCC   * The ethos of Clerkhill School is warm, positive, nurturing and promotes mutually respectful relationships. Most pupils engage well with learning experiences , are eager to learn, motivated and involved * There is evidence of appropriate pace and challenge across some classes. * Almost all children at Clerkhill School behave well which in turn leads to focussed learning and calm learning environments in the majority of classes * Almost all children have positive relationships with both teaching and non teaching staff whom they trust enough to talk to when they need help * All 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 * 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 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 * 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. * Almost all staff show commitment to the development and wellbeing of learners as individuals. * All children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding paperwork and training * Authority Frameworks and National Benchmarks have been merged into our planning formats and used to inform planning and identify next steps in learning, thus ensuring progression for all our young learners. * Regular outdoor learning experiences are incorporated into the weekly planning of Early Years and P1-4 classes * Positive engagement with parents encourages them to take an interest in their child’s learning * Digital technology is being used more regularly in daily learning and teaching but this needs to be developed further. The use of assistive technology needs to be developed across school – we need to have a clear progression of technology skills to be taught at each stage * Use of the National Benchmarks mean the majority of staff are becoming more confident in making judgements about pupil’s achievement of a level and progress within it. An Assessment, Moderation and Profiling Calendar and Policy has been created but there still needs to be more opportunities for moderation to take place at both school and cluster level * The majority of staff are planning more collegiately and are using assessment information more carefully to track progress and identify next steps in learning. This should continue to develop * Learning intentions and success criteria are used to support pupils in their learning. This practice is still not consistent across the school. In a few classes pupils are involved in co constructing success criteria with staff. * The majority of staff make effective use of questioning during learning and teaching experiences extending learning as appropriate * 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 majority of pupils can articulate what they are learning and why and know what they need to do in order to become successful * Almost all staff use feedback effectively in writing but less than half of teachers use feedback effectively to inform and support progress in other areas of learning – this is not consistent across school and needs to be developed further to ensure consistency * The majority of pupils are involved in self/peer assessment opportunities * 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. Specific cohorts of children needs to be tracked more carefully * The majority of 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). This still needs to be tracked more carefully and at regular intervals * In the majority of 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 continues to develop positively * Transition paperwork ensures 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 majority of learners are motivated and eager to engage in their learning. * The quality of learning and teaching is satisfactory. We had started to develop a shared understanding of what good learning and teaching looks like at Clerkhill School at February INSET * Almost all pupils have regular opportunities to work individually, in pairs and in groups * The majority of learning experiences are planned to match pupils needs/abilities * The majority of staff use a variety of assessment approaches to allow pupils to demonstrate their learning * The majority of staff know their pupils very well and identify potential barriers quickly. These are discussed with HT / DHTs / ASL Team to ensure timely action is taken to reduce and barriers. Evidence of impact of interventions is sought in order to identify next steps * The majority of staff have confidence in using a wide range of assessment data including standardised assessment results * Termly tracking supports pupils progress in learning * Digital technology is used to support learning in some classes * Parents/carers and pupils share learning through the use of a digital platform - Seesaw   **ELCC**   * Ethos and culture demonstrates a strong commitment to children’s rights and there are very positive relationships within the setting. * Transitions for children attending nursery following the Covid-19 lockdown were creative and met all relevant legilsation to keep everyone safe. * 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. * Staff are confident in the individual needs of each child and how to best provide supports for the needs. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * QA processes taking place throughout the school year. * Aberdeenshire frameworks and national benchmarks are used to inform planning and identify appropriate next steps thus ensuring progression in learning across the school. Some staff plan collegiately to support moderation of practice and ensure a shared understanding of expected standards. * National benchmarks and local frameworks are used to support professional judgements made and make informed decisions on where pupils are in their learning. * Clerkhill has an agreed assessment, moderation and profiling calendar which shares key areas of focus throughout the school year. * Professional dialogue ongoing throughout the session * Termly tracking meetings are held with all staff * SNSA data is considered by most staff. This is used to inform next steps in learning by class teachers. * Consideration of trends in data are used appropriately to inform future improvement planning. Session 19-20 there has been a key focus on writing following interrogation of data * Feedback from parents/carers around the use of Seesaw to share learning, progress and feedback is very positive. * Twitter and Facebook are used to promote everyday learning and achievements.   **ELCC**   * We feared that children attending the nursery following the lockdown would struggle with separation anxiety after spending so long at home with their families. However due to the creative transitions making use of technology, children have settled back into the routine of nursery quickly. * Parents have commented on the effectiveness of our communication using Facebook page and text messaging. * Using observations and their experience, nursery staff can confidently identify next steps and other supports needed to develop outcomes for individual children. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Simplify and declutter Maths Curriculum to ensure there is a clear focus and robust teaching of key numeracy principles with a focus on the Concrete/ Visual/ Abstract thinking. Continually revisit and promote core numeracy elements (times tables / number bonds) through effective classroom management and carefully planned use of time * Make good use of Education Scotland Numeracy documents at stage meetings to inform and improve teaching approaches and further develop teacher pedagogy * Ensure all teachers have high expectations of all learners and plan appropriately to meet the needs of all learners in their class, using appropriate resources to support those who have difficulties with learning as well as providing appropriate challenge * Continue to develop writing approaches (including Guided Writing) and ensure there are increased opportunities for extended writing each day in class (minimise the use of worksheets) * Ensure feedback in used effectively in writing and targets and next steps are reflected on and impact future work * Pace and Challenge needs to be closely monitored to ensure our pupils who are Exceeding Expectations receive an appropriate level of challenge * Embed agreed processes and practice in relation to LI/SC and feedback to ensure consistency across all classes * Continue to develop our moderation practices both in school (through stage meetings) and with schools in the cluster (TBC with COVID restrictions being considered) in order to further develop a shared understanding of standards * Ensure there is a focus on Skills for learning Life and Work as part of the teaching process in all classes as well as planned opportunities for DYW and Wider Achievement * Continue to 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 * Ensure our profiling processes are consistent and follow the school’s Assessment, Moderation and Profiling Calendar * Development of whole school agreement on what good Learning and Teaching looks like at Clerkhill outlining expectations for each classroom/ lesson * Continue to familiarise all staff with the interrogation of SNSA data * The use of assistive technology needs to be developed across school – we need to have a clear progression of technology skills to be taught at each stage * Consider developing Pupil Passports for all pupils and for transition at all stages   **ELCC**   * We have a specific focus on literacy and language skills. * Our care and support plan system will be reviewed to ensure that we are clear in the impact of supports provided for children. |

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

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| **QI 3.1 Ensuring wellbeing, equality and inclusion**  Wellbeing  Fulfilment of statutory duties  Inclusion and equality |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information**  **Level of quality for core QI: Good with elements of very good**  **(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * Almost all staff at Clerkhill School have a good knowledge of learners, their families and the local community * The school have a whole school promoting positive behaviour policy which is underpinned by the UNCRC. High expectations of behaviour with incidents dealt with promptly and effectively. * The school strives to ensure all are treated with respect and there are procedures in place to support pupils * All pupils have access to universal supports and there is a staged procedure in place with regard to targeted support * All members of 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 * All staff are clear on principles and processes in relation to GIRFEC. The majority of pupils have an awareness of the wellbeing indicators and can discuss these appropriately * The school has an inclusive ethos. * The Aberdeenshire Dyslexia friendly toolkit is used to support pupils across the school * Almost all staff are vigilant and are prompt to raise concerns around pupil progress and well being * All teaching staff have been trained in the use of Pastoral Notes and most use this effectively. Monitoring of this is included on the school’s QA calendar. * Effective transition arrangements are in place for Nursery and P7 pupils * Planning is differentiated and responsive to meet individual needs in the majority of classes. PSA time is targeted appropriately according to level of need * Almost 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. Almost all staff and partners are proactive in promoting positive relationships in the classroom and playground * Almost all staff and partners are sensitive to and responsive to the wellbeing of each individual child and colleague * Almost all 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 * Our HWB programme promotes a shared understanding of physical, mental and emotional wellbeing and supports learners to develop self-respect and respect for all others * Clear procedures are in place to identify, assess and plan for pupils with additional support needs. IEPs, Managing Accessibility Plans (MAPs),and risk assessments are in place for individual pupils as appropriate and are developed with pupils, as appropriate, and parents to improve outcomes for learners. * Termly tracking meetings with a member of the SLT and individual class teachers have a focus on pupils’ needs and discussion re targeted interventions. This supports the deployment of staff including Pupil Support Assistants (PSA) and ASL staff. * Almost all class teachers work closely with ASL teacher to plan targeted interventions. ASL teacher offers learning and teaching support, co-operative teaching, consultation, direct intervention and professional development. ASL teacher has good relationships with families and outside agencies and is pro-active in addressing next steps. * Transition meetings are held annually for all ASN pupils involving previous and new teacher   **ELCC**   * Nursery staff have been discussing children’s wellbeing and what impact the Covid pandemic has had on their wellbeing. * We made use of Facebook to keep parents up to date with the latest procedures in the nursery. * We met with parents prior to their children starting at nursery to ensure that they felt confident and to ensure we confident on the needs of each individual child. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| The school has an inclusive ethos.  * The school promotes the Rights Respecting award work. * An open-door policy is in existence for all comments/queries. A log is kept of any complaints/queries. * Annual update of GIRFEC/Child protection training carried out. * Staff complete annual data protection, equalities and diversity training as provided by local authority * Single and multi-agency planning * School Wide H & WB Programme in place to ensure full coverage of all elements of the H & WB curriculum over three years * Our first Eco Flag has been achieved at Clerkhill School and a class teacher released to develop outdoor leaning and the John Muir Award with identified classes and groups across school * Effective partnerships are in place with local church and community groups, police liaison and community officers, Bikeability. The school also operates a three-year rolling first aid and CPR programme. * The Aberdeenshire Dyslexia friendly toolkit and autism friendly toolkit have been utilised to provide ongoing support for all learners and appropriate resources and supports in place in all classes * Targeted support is provided by class teachers, AsL staff (including Nurture Hub teacher) and others such as SALT/EAL. EP take part in the planning and assessment for pupils. * Outside agencies such as school nurse, doctor and CAHMS are also involved with the consideration of targeted support for individual pupils. * Some staff are nurture trained and use this to support pupils. All staff will be trained in Whole School Nurturing Approaches during Session 2020 - 2021 * The school keeps an up to date audit of need to support the deployment of staff and consideration of interventions to be planned for to support pupils. * MAAPM process being fully implemented. Regular meetings with staff, parents and other agencies to meet pupils’ needs. * HT meets monthly with SFL staff in order to plan appropriately to meet individual need. This is reviewed for impact on a termly basis too. * The cluster has a comprehensive transition programme run in partnership with cluster primaries and Peterhead Academy and CLD. There are series of visits in place. There is an enhanced transition programme in place for any pupils who would benefit from this academy staff team provide a range of opportunities to engage with pupils and their families.   **ELCC**   * Using the SHANARRI wellbeing indicators we were able to assess how children were feeling as they were confident in how to use our SHANARRI spoons to tell us how they were feeling. * Parents posted comments on the positive impact our Facebook presence had on their family. * Parents fed back that they were more relaxed about their child returning to nursery after the meeting which they felt were informative. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Further develop approaches to reviewing the impact of targeted interventions on our pupils over time * All school staff to be trained in Nurturing Approaches (Teachers, PSAs, EYPs, Office Staff) * Continue to roll out school wide Health and Wellbeing programme across school * Continue to ensure those pupils who require an IEP have these in place and that targets on these are SMART and evaluated regularly in collaboration with parents. Ensure these documents are used as working documents, shared with all staff members working with the child and referred to on a regular basis * Continue to make use of available diagnostic assessments to identify specific gaps in children’s learning and tailor support appropriately (Highland Numeracy and Literacy Diagnostic Assessments)   **ELCC**   * We intend to make better use of technologies to create digital stay and play sessions for parents. * We would like to further embed the SHANARRI indicators in the daily activities at nursery. |

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| **QI 3.2 Raising attainment and achievement**  Attainment in literacy and numeracy  Attainment over time  Overall quality of learners’ achievement  Equity for all learners |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information**  **Level of quality for core QI: Satisfactory with elements of Good**  **(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * The majority of pupils are attaining expected levels in literacy, numeracy and health and wellbeing. A few children exceed expected levels * Universal supports are in place and targeted interventions for identified pupils and groups are put in place for those who need support * The school has a robust TMR system in place which is discussed termly with staff to ensure individual pupil progress is tracked. Interventions are also regularly reviewed for impact. * Most teaching staff have a good understanding of expected standards in literacy and numeracy supported by the local frameworks and national benchmarks. * Pupil Equity Funding has been used to support the development of reading, writing and maths. AFCCT has also targeted PEF resources to support health and wellbeing through the formulation of a specific target groups and Footy Tea and Family Fitness Sessions * Most pupils at Clerkhill School are successful, confident and responsible. They contribute effectively to the life and work of the school. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community. Almost all P7 pupils are involved in whole school development groups and pupil voice forms part of self-evaluation activities. * Achievements are recognised and shared across the school. The school are developing their systems in tracking this information to ensure identification of any pupil at risk of missing out (information gathered three times a year and entered into the Minibeast tracker) * Attendance levels are generally high, exclusion rates are low, and inclusion is successful for most pupils |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * Overall school professional judgements of CFE levels show good progress for the majority of learners. Through school tracking procedures a few pupils are exceeding expectations in both literacy ad numeracy. Staff are continuing to develop opportunities to promote challenge for all pupils. * Universal supports exist in all classes. Learning Boxes have been developed to support this. ASL supports are regularly reviewed in order to ensure all resources are deployed appropriately to meet need. * TMR system and tracking meeting info is kept up to date termly. * HT regularly reviews specific cohorts of pupils (e.g.) pupils identified exceeding expectations as well as considering the impact of PEF on identified pupils. * The school have engaged in moderation work. This includes consideration of evidence linking to achievement of a level with stage partners * Clerkhill School engages in an annual cluster attainment review which allows for sharing of good practice and identified areas of development. * Almost all P7 pupils are involved in pupil groups including rights respecting, DYW and digital and eco group. * Ongoing shared value awards are issued in assemblies and the Seesaw online platform is also used to share achievements. * All pupils are encouraged to share wider achievement. Most pupils are developing their skills for learning, life and work through our reference to Skills for Learning Life and Work displays in classrooms. * 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 the majority of our pupils in P4-7 to participate in community clubs and events– 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, Science Club etc) * Tracking of attendance and punctuality - HT monitors all lates and attendance falling below 85% on a monthly basis * A moderation, profiling and assessment calendar was developed last session to be used by all staff * Most staff are now using data more effectively to inform professional judgements. Attainment data from standardised assessments demonstrates that there is a good match between this and teacher’s professional judgements * Start Reader, SWST, SWRT, Highland Numeracy Diagnostic and Literacy Assessments provide opportunities for progress to be identified bi or tri annually. This is carefully tracked and used to inform tracking decisions and data as well as appropriate interventions |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Whole school action points and development work will be shared through Pupil Council work. This work will be displayed on pupil group display boards in the school. A pupil friendly improvement plan will be created for use in self-evaluation activities by pupil council groups. Pupils will have opportunities to take ownership and share their learning through shared learning events ( virtual assemblies) * Ongoing shared value awards to be issued in assemblies * Continue online profiling to share achievement, progress and targets with parents * Continue to develop moderation processes and practice looking beyond the school to promote effective learning and teaching and further develop a shared understanding of standards. Continue training for staff around assessment incorporating support from local authority QAMSOs * Continue to familiarise all staff with the interrogation of SNSA data * Develop baseline Numeracy assessments to be used bi- annually to measure progress in maths (P3-7) * Our pupils need to be more empowered to have a say in the quality of their learning experiences and how to improve (Pupil Voice) – HGIOURS to be used on a monthly basis with Pupil Council / Head Boys and Girls * Continue to develop literacy and numeracy approaches through school improvement planning |

# PEF 2020-2021

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| **Identified gap** | | **ATTAINMENT**  **2019 – 2020 CFE data showed the following**  **Numeracy & Mathematics:** At the end of last session, 65% of pupils across the school were attaining at their expected levels.  SIMD 1-5 = 59% of pupils were attaining expected levels  SIMD 6-10 = 72.4% of pupils were attaining expected levels  This shows a gap of 13% between SIMD 1-5 and SIMD 6-10  **Reading:** At the end of last session, 70% of pupils across school were attaining at their expected level  SIMD 1-5 = 57% of pupils were attaining expected levels  SIMD 6-10 = 81% of pupils were attaining expected levels  This shows a gap of 24% between SIMD 1-5 and SIMD 6-10  **Writing**: At the end of last session, 57% of pupils across school were attaining at their expected level  SIMD 1-5 = 47.2% of pupils were attaining expected levels  SIMD 6-10 = 70.8% of pupils were attaining expected levels  This shows a gap of 23.6% between SIMD 1-5 and SIMD 6-10  **Progress throughout session 2019 - 2020**  **Number, Money and Measure:**  Our end of year data shows the following   * improved pedagogy and increased resources/ use of targeted daily programmes is **beginning** to have a positive impact on attainment and progress. We need to continue and develop this to see a sustained improvement in numeracy * Teachers are beginning to develop confidence in new methodologies * Many of our identified pupils (FSM or SIMD 1-5) would benefit from a higher level of targeted intervention in maths   **Reading**:  Our end of year data shows the following   * Accelerated Reading Resource as well as daily programmes (\*MyOn / Star Reading etc) are having a very positive impact on Reading Attainment. Further development of pedagogical practice in relation to reading next session will see further positive impact in this area. * ReadingWise is having a very positive impact on the reading development of many of our P4-7 learners and in particular our pupils in receipt of FSM or in Deciles 1-5 are reaping the benefits of these interventions and we will continue these interventions this session through the renewal of this programme   **Writing**:   * There is a slight improvement in this area since the start of session however developments in relation to writing are still required across school   Baseline assessments in literacy and numeracy (on entry to P1) show many of our P1 pupils require significant intervention in Literacy and Numeracy from the start. Lockdown has an impact on our P1 & P2 pupils development and play experiences so we plan to very much focus on play based learning experiences and a developmental approach this session.  Our data also shows that almost all of our pupils with EAL are NOT achieving expected levels  **ENGAGEMENT**  **Pupil Engagement in Learning:**  Most of our identified pupils show good engagement in learning  **Readiness to Learn**  It is our feeling (and data shows this) that many of our younger learners are not ready for formal learning in P1 and therefore Play Based Approach to Learning at P1 & 2 will continue to be rolled out across our P1 & P2 classes. Lockdown meant that many of our pupils lost this valuable experience at the end of Nursery or P1.  Many pupils do not have the necessary Fine and Gross Motor skills to progress with formal, structured writing therefore more play based resources and activities to develop this will be purchased this session. Opportunities for planned outdoor play using large equipment will be provided to help develop gross motor skills and readiness to learn | | | |
| **Expenditure** | | See table below | | | |
| **Expected outcomes** | | **Intervention 1 - Early Intervention and Prevention**   * All of our identified pupils in P1 & P2 are still requiring significant support around reading, writing and numeracy as well as requiring support with fine and gross motor skills. * The purchase of a class teacher (0.2FTE) to continue to release our Early Years DHT to oversee and lead targeted interventions for identified pupils will enable progress to be made in these areas. The DHT will support early years teachers in setting up targeted interventions, work closely with support staff on delivering specially designed programmes and with teachers to monitor progress and impact * Rhyme production continues to be an identified as a gap or difficulty for many of our readers in P1-3 and beyond, therefore new readers were purchased with last year’s PEF – these focus on rhyme and will aid progress in reading for many of our readers in the Early Years and beyond * Timetabled sessions for using newly purchased bikes and trikes for gross motor development will become embedded in P1 & 2 next session   **Intervention 2 – Targeted Approaches to Literacy and Numeracy**   * The purchase of a class teacher (0.2FTE) to release a First/ Second level DHT to oversee and lead targeted interventions for identified pupils will enable progress to be made in these areas. The DHT will support teachers in setting up targeted interventions, work closely with support staff on delivering specially designed programmes and with teachers to monitor progress and impact * “Reading Wise” reading recovery resource to continue to be used with individuals to address specific reading difficulties (at 1st and 2nd level) * “Learning Village” resource to be renewed and used with identified EAL children * Continued use of Accelerated Reading and Daily programmes purchased last session eg Toe by Toe, Hornet, Plus One, Power of 2 etc   **Intervention 3 – Use of Technology to Support Learning both in school and if required for Remote Learning**   * The purchase of laptops will enable most of our pupils to have access to a device in school or at home if required. Should blended learning be required, identified children (all children in receipt of FSM, in deciles SIMD or those experiencing other types of hardship) will be supplied with a device. They will also be provided with an appropriate device for all homework type activities throughout the session which require a laptop etc. This will enable them to engage fully in requested tasks and not be disadvantaged   **Intervention 4 – Promoting Healthy Lifestyles**   * Timetabled outdoor sessions for Early Years pupils (P1 & P2 in particular) to enable the development of gross and fine motor skills through big block play and the use of bikes, trikes and balance bikes | | | |
| **Impact Measurements** | | **Intervention 1 -Early Intervention and Prevention**   * Emergent Literacy, Standardised and specifically crafted literacy and numeracy assessments will be used to measure progress at identified points throughout the session. FSM and pupils in SIMD 2 - 4 will be tracked carefully and progress discussed on a 6 weekly basis (usinig a school based Dashboard) with both assigned support staff and class teachers.   **Intervention 2 – Targeted Approaches to Literacy and Numeracy**   * Reading ages captured at the beginning and end of each Readingwise Intervention and and at identified points throughout each session * Accelerated Reading Data * Teacher judgements (termly tracking meetings) * Identified pupils (FSM and SIMD 2-4) will be carefully tracked on a 6 weekly basis through dialogues with assigned PSAs, class teachers and AsL staff * Learning Village produces impact graphs * New Maths Assessments to be used to measure individual pupil progress in maths at identified points throughout each session   **Intervention 3 – Use of Technology to Support Learning both in school and if required for Remote Learning**   * Tracking of identified pupil engagement in homework tasks and/or remote learning activities   **Intervention 4 – Promoting Healthy Lifestyles**   * Pupil’s engagement in learning and readiness to learn will improve – measured through Leuven Scale and PASS resources | | | |
|  | | **Details, inc Supplier Name** | **FTE / HRS** | **Cost 2020-21** | |
| Technology (to support and enhance learning – increased focus on online learning to support homework and/or blended learning) | | Laptops - Aberdeenshire Council |  | £35,945 | |
| Technology | | Laptop Buses – XMA |  | £9250 | |
| Nessy Licences (to support pupils with SpLD) | | Aberdeenshire Council |  | £300 | |
| Additional Star Reader Licences / MyOn Audio books to support Reading | | Rennaisance Learning |  | £3209 | |
| Resources to enhance learning and teaching | | Lyreco |  | £70 | |
| Cracking Comprehension Resource to develop reading skills | | Book Point |  | £300 | |
| Scooters / Trikes to aid motor development in early years and promote health lifestyles and outdoor learning | | Community Place Things |  | £1862 | |
| Writing Slopes and assorted literacy and numeracy resources to support literacy and numeracy | | Findel |  | £3500 | |
| Early Years Resources to enhance play based experiences and expressive writing in the early years | | Consortium |  | £3000 | |
| Music Express | | Harper Collins |  | £189 | |
| Learning Village to support identified pupils with EAL. This is turn will help aid literacy development and achievement | | Across Cultures |  | £1020 | |
| Jolly Phonics Resources | | Browns Books |  | £13 | |
| ReadingWise Programme to support reading development | | ReadingWise |  | £3000 | |
| Early Education Subscription to develop practice in the early years | | Early Education |  | £255 | |
| Transition Videos to support P1 inductions / Parental Engagement / Community Events etc | | 3:16 Events |  | £800 | |
| Rights Respecting School Annual Subscription | | Unicef |  | £120 | |
| Tales Toolkit annual subscription (to support writing in the early years) | | Tales Toolkit |  | £200 | |
| Talkboost annual subscription (to support writing and talking in the early years) | | Talk boost |  | £650 | |
| Spelling City annual subscription (to support spelling across first and second level) | | Spelling City |  | £1000 | |
| Whiterose Maths (to support maths developments at first and second level) | | Whiterose Maths |  | £500 | |
| Teaching Staff to release DHTs to support Maths interventions at first and second level and various (mainly literacy) interventions at Early Level | | 1x 0.4fte class teacher to release DHTs ( for 32 weeks) |  | £14,752 | |
|  | |  |  |  | |
| Other (add details) | |  |  |  | |
| **Total** | |  |  | £79,935 | |

# 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.

We believe our capacity to improve is good as we have:

- Committed, hard - working, stable staff (teaching staff, EYPs, PSAs, Office 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

# Action plan 1

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  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 HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | | | | | **AAberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| * 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.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 1 : To improve pupil involvement in the learning process and in turn continue to raise attainment (in particular maths and writing)** | | | **Data/evidence informing priority: QA class obs, Engagement with pupil groups using HGIOS 4, Pupil surveys completed** | | | | |
| **Key actions** | | **By whom** | | **When?** | How will we evaluate impact?  (Measurements of success) | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| **Maths**  1.Maths planners split with topic maths being taught at set times during each term.  2.Maths planners to be decluttered with a clear focus on key numeracy skills and strategies to be taught at each level.  3.Maths assessments to be carried out at the beginning of the session and again at the end to track progress.  4.Tracking meetings set during the year with SMT and Class Teachers.  5.Maths resources - with a focus on concrete materials to be used consistently throughout the school.  6.White Rose Maths programme to be used from P4-P7.  7.Mastery Maths approach to be shared with staff during November In-service.  8.SODA Maths – focusing on building Mental Maths skills to continue to be used daily in P4-7  9.Language of Maths booklets to be used weekly with P4-7 pupils  10. Maths homework / extra practice sheets / work to be shared with parents should a pupil be experiencing difficulties in their maths  11. Worked examples of maths strategies being covered to be shared regularly with parents through whichever communication tool is being used across school  12. Classroom displays to show appropriate supports for maths and teachers to refer to maths strategy posters developed by SMT last year to ensure that there is a consistent approach to the teaching of different strategies across school  13. AsL input to focus on maths recover for all identified P5-7 pupils from Term 3 onwards  **WRITING**  14. Continue to use maths planners at all levels to ensure appropriate coverage of genre (adapting as required)  15. Cursive handwriting to continue to be used in all P3-7 classes  16. More opportunity for extended writing to be factored into day to day classroom practice – less emphasis on worksheets and more on extended writing  17. Raised/ high expectations at all levels and appropriate interventions where difficulties are experienced  18. Stage Meetings used to moderate standards in writing and numeracy  19. Continued use of Spelling City for P3-7 pupils to enhance and develop spelling progress  **WIDER ACHIEVEMENT**  20.Three weekly assemblies to share achievement awards (linked to school values)  21.Social Media Posts to share recognition of achievements with parents and the wider community  22.House Points System | | 1.DHT’s  2.DHT’s  3. CT’s  4. SMT & CT  5. DHT  6. DHT & CT’s  7.DHT’s  8.CT’s  9.CT’s  10. CTs  11. CTs / AsL staff  12. CTs  13. AsL staff in dialogue with CTs  14.CTs / SMT  15. CTs  16. CTs  17. CTs/ SMT / AsL staff  18. CTs / SMT  19. CTs / EM  20.CT’s/HT  21.CM  22.CT’s / LW | | 1.Aug 2020  2.Aug 2020  3.Term 2 and Term 4  4.Oct, Feb, May  5. Sept 2020  6.Sept 2020  7.Nov 2020  8.ongoing  9. ongoing  10. As required  11. Ongoing / Weekly  12. Ongoing ad updated as required  13. January – June 2021  14. Ongoing  15. Ongoing  16. Ongoing  17. Ongoing  18. Monthly  19. Ongoing  Ongoing    Ongoing  Ongoing | 1.Discussion around pace during tracking meetings  2.Ongoing monitoring and stage meetings  3.Measurement of growth between assessments  4.Professional dialogue  5.Professional dialogue / class visits when possible  6.Professional dialogue, classroom observations- when possible  7.Professional dialogue. Pupil Assessments  8.Completed work. Professional dialogue  9.Completed work. Professional dialogue  10. Pupil Assessments  11. Partnership Working / Feedback from parents  12. Pupil assessments will show improved understanding  13. Ongoing class work /pupils assessments  14. End of block assessments  15. Jotter work  16. Jotter work (sampled by SMT and used as a basis for moderation at stage meetings)  17. End of year attainment data / pupil focus groups / jotter work / pupil assessments  18. Tracking data / end of year data / assessments  19. Jotter sampling / visits to classes / spelling assessments /bi- annual SWST  20.Professional dialogue /Pupil conversations  21.Pupil conversations | |  |

# Action plan 2

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  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 HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | | | | **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| * 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.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 2 : To ensure a Whole School Nurturing approach** | | **Data/evidence informing priority: Tracking meetings, assessments, teachers’ professional judgements** | | | | |
| **Key actions** | | **By whom** | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| To develop a consistent approach to nurture across all areas of school  All staff to undertake pre reading materials relating to whole school nurturing approaches training  2x INSET day inputs led by Educational Psychology Service on Whole School Nurturing Approaches  Follow up small group discussions for all groups of staff | | All staff (PSAs / Teachers / EYPs / Admin staff) | Term 2 & 3  2 days INSET – Nov & Feb  Allocated CAT Sessions / PSA Meetings | Nurturing approaches to be embedded across all classes in school – pupil conversations / surveys / parents surveys / behaviour incidents | |  |

# Action plan 3

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  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 HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | | | | | **AAberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| * 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.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 3 : To continue to develop parental engagement (thinking differently due to COVID restrictions)** | | | **Data/evidence informing priority: …………………** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| **Profiling**   * Using online platforms, to upload and share progress in Health & Wellbeing, Literacy and Numeracy as the main focus at least once per month * Feedback and surveys to be collected through Microsoft teams/ survey Monkey etc, ensuring current data is being collected and used for reference and continued improvement * Corridor displays could become online galleries making them more accessible to parents. Could we then have open galleries instead of open afternoons? These would be less intrusive so could be more often? -TBC * Sharing of Learning Intentions, worksheets, homework, questions. etc on line through Teams These will enable parents to see what should have is happening in class, giving them a starting point for supporting their child. Worked examples to be shared with parents so they can support learning as appropriate   **Shows**   * Filming in-school events could be presented through digital means/ streamed. Such shows can be a fundraiser for schools (to be agreed by teaching staff)   **Parent Meetings**   * MAAPMs and SAAPMs to take place via Skype or Teams * Parent Consultations to be done via Skype (logistics to be agreed with teaching staff) | | CTs  SMT  DHTs Digital Leader Team  CTs  CTs  HT / Other associated staff  CTs | | Ongoing  Termly  Termly  Ongoing  Christmas / Scots night / P7 Show  As required  December 2020 | Parent Surveys / Increased Attainmnent  Parent Surveys  Parent Surveys | |  |

# Action plan 4

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  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 HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | | | | **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| * 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.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 4 : To develop the use of technology to support and enhance learning and teaching** | | **Data/evidence informing priority: Pupil discussions, parent surveys / meetings, raised attainment / engagement in online learning** | | | | |
| **Key actions** | | **By whom** | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| **Use of Teams**  Purchase of additional laptops and i-pads for P4-7 classes to facilitate the use of technology as a daily part of learning and teaching  All classes to be set up in a Teams space  All staff trained in the use of Teams  All P4-7 pupils initially to access a set homework piece via Teams  At least one homework piece per week to be set on Teams as we move forward (for P4-7 pupils)  “Help videos” on how to access Teams to be shared with parents  Technology progression to be developed for Early, First and Second Level with specific technology “lessons” delivered on a weekly basis. This will enable pupils to develop the required skills to be able to use technology effectively as part of their daily learning  Teachers of all classes to upload photos / create a book creator of work from class onto the class Teams site and encourage parents to access this (this will get parents used to accessing Teams)  **Assistive Technology**  Pupils who would benefit from individual laptops / i-pads identified and devices assigned to them for use with identified tasks eg extended writing  All teachers to be aware of packages which can be used in order to assist pupils with ASN - Dyslexia Aid / Read, Write Gold etc  “ASN packages” directory created and shared with staff  **Blended Learning**  FSM / PEF / Vulnerable pupils identified and device issued for use at home and school  Blended learning Policy updated  All passwords for online sites used for learning updated (Glow, Spelling City, MyOn etc). One copy to be made available in school and one copy to be sent home | | LW  J Jones  J Jones  CTs / LW  CTs / LW  LW / J Jones  J Jones  CTs  CTs  LW  CTs  AsL Team  AsL Team  AsL Team  LW  ALM  CTs  PSAs | August 2020  August 2020  August INSET  September 2020  Weekly during Terms 2 – 4  September 2020  Term 2  October onwards  Term 2  CAT Session / Feb INSET  Term 2    October 2020 and then as required  September 2020  September 2020 | Classroom observations / Pupil dialogue  Monitor engagement / feedback from staff  Monitor engagement / feedback from staff  More engagement from parents leading to improved attainment  Pupil needs being met more effectively – school reviews / MAAPM minutes / conversations with parents and pupils  Observations / Pupil interviews / school reviews / MAAPM minutes  Staff more confident in how to provide universal support / staff feedback  Higher level of engagement in online / remote learning with the supply of devices  Monitor use of online sites / attainment figures | |  |

# 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 - £1352.25
* The Poppy Appeal
* Red Nose Day - £1604.55
* Macmillan Cancer Relief - £659.30 (P4 pupils organised and ran a very successful Coffee Morning)
* Archie Foundation and Muscular Dystrophy - £273 (raised through Nursery Christmas Concert)
* Shirley’s Space - £500 (raised through P1-7 Christmas Concert)
* British heart Foundation - £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 Choir, Science Club and Lego Club all run by staff from the school
* Our Choir entertained local care home residents and hospital patients, 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.
* 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
* 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 scoop 1st, 2nd and 3rd place!
* P6s had the opportunity to participate in a 4 day activity residential trip to Dalguise
* Clerkhill Science Club continue to be one of the foremost Science Clubs in Aberdeenshire and indeed Scotland, taking the title of “Regional Science Club of the Year” last session. They continue to have good links with the local business Score
* Our Lego League Club scooped top prize in the local lego competition where they competed against other local lego clubs (including some secondary teams). They then went on to scoop the award for Innovation at the national event in Perth
* Our Coding Club also received an award at an authority event in December
* 100 of our P4-7 pupils (35%) were signed up to Children’s University

***Wider Community Links***

* Our school choir contributed to the annual Light Up Peterhead event which was held in November 2019. They also performed at a range of community events including an evening of entertainment at a local church
* We have a number of successful football teams, coached by parents
* 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.
* 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