

**Clerkhill School**

**Standards & Quality Report**

**2020 - 2021**

**&**

**School Improvement Planning**

**2021 – 2022**

# School Foreward

We are pleased to present both our Standards and Quality Report for Session 2020– 2021 and our School Improvement plan for the current session 2021 -2022. 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 three children at Clerkhill Primary School live in Decile 1, with four children living in Decile 2 and 20 children living in Decile 3; the majority of children are in deciles 4 - 7. 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 2020-2021.

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| **Key priority 2020-2021** | **Key actions undertaken** | **Impact (achieved throughout 2020 - 2021) & Next Steps** |
| **Priority 1 -**  **To improve pupil involvement in the learning process and in turn continue to raise attainment (in particular maths and writing)** | **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.  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 | **Action Points 1 & 2**  Planners were revamped and decluttered and used by staff across the school effectively.  Early level knowledge and skills were split into blocks making this more manageable for staff to teach and provided more opportunity for application of learning to new contexts  **Next steps**:  The amount of strategies being taught at first level should be revised and streamlined as appropriate  Staff views on the content of our maths curriculum and progressions should be sought and evaluations considered, with changes implemented accordingly  **Action Points 3 & 4**  Numeracy assessments were developed at all levels and results used to inform teaching, with gaps identified and focused on.  Staff were able to talk effectively and knowledgeably at tracking meetings.  Teaching was more focussed the pace of learning more appropriate.  February assessments did not take place due to Lockdown #2  End of year data was more accurate than in previous years and based on a range of assessment evidence  Targeted Interventions were focussed appropriately and we saw the impact of these in our P5 & P6 learners in particular.  **Action Point 5**  Not enough consistency across school  **Next steps:**  Continue to encourage this and monitor their use  **Action Point 7**  Mastery Maths approach shared and the majority of teachers implementing fluid groupings  **Next steps:**  Continue to monitor  **Action Point 8**  8. Soda Maths now used across school from P2-7.  **Next steps**:  Teachers should analyse errors and revise appropriately  **Action Point 9**  Embedded in all classes  **Next steps**:  Continue to ensure that teaching points are explained and taught appropriately  **Action Point 10**  Maths Wizards are o shared via Teams for P4-7 on a weekly basis – this focusses on key maths skills  P2 & P3 send home weekly copies  **Action Point 11**  These would have been shared during lockdown.  A staff member has created a folder within Glow which has videos of worked examples – staff to be encouraged to add to this  **Next steps**:  Marvellous Me to be used for the sharing of strategies / links to relevant videos to support learning  **Action Point 12**  This is not consistent across school  **Next steps:**  Continue to monitor this and encourage appropriate use of learning walls  **Action Point 13**  DHT intervention took place for maths intervention for P4 & P5 pupils, AsL staff intervened for P7. Clear impact was shown as a result of these interventions.  **Next Steps**:  DHTs / AsL staff released one day a week each through PEF allocation to continue with interventions as required  **Action Point 14**  These have been adapted further to allow for greater creativity.  Assessment is less “genre specific”  **Next steps**  Staff should use links between reading and writing as well as their context for learning to ensure pupil interest is captured in the writing process  **Action Point 15**  Standards have improved a little across the school. This will continue to be a focus this session in line with new spelling approaches  **Action Point 16**  A “Writing Across the Curriculum” Jotter and outdoor learning journals have been introduced across school.  This will encourage more opportunities for creative and extended writing  **Action Point 17**  A whole staff input and shared statement about what high quality learning and teaching looks like at Clerkhill was developed and shared in Term 4. This is displayed in every classroom.  **Next steps**:  Continue to refer to this regularly at staff meetings etc  **Action Point 18**  Moderation needs to embedded across the school  An assessment, moderation and profiling calendar has been developed  **Next steps:**  One of our teachers has signed up to be a QAMSO and will begin to lead moderation developments in school.    **Action Point 19**  We no longer use this resource as a new spelling approach has been developed  **Action Point 20**  Assemblies usually refer to our school values and Hot Chocolate Awards reflect achievements linked to our values.  **Action Point 21**  See Facebook and Twitter posts  **Action Point 22**  “House” challenges were tricky to run last session due to COVID however these will be re-instated this session (see Action Plan on Pupil Participation) |
| **Priority 2**  **To ensure a Whole School Nurturing approach** | 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 undertook Sessions 1 & 2 of Whole School Nurturing Approaches. This was done virtually due to COVID restrictions and was facilitated by HT and not EPS colleagues as originally planned.  Almost all staff at Clerkhill are nurturing, have an understanding of the nurture principles and apply these effectively on a daily basis with our learners  **Next steps:**  Sessions 3 & 4 will be completed during the INSETs in November 2021.  Colleagues form the EPS service will facilitate follow up discussions  Re-visit our vision and values and simplify our school code of conduct (based on Paul Dix philosophy) |
| **Priority 3** -  **To continue to develop parental engagement (thinking differently due to COVID restrictions)** | **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) | **Profiling**  Due to the sudden cessation of Seesaw, which was used as our profiling tool, information could not be uploaded and shared with parents  Parents were highly involved with the learning during Lockdown#2 when learning was shared via Teams for P5-7 pupils and through paper packs for P1-4 pupils  Some teachers continued to share learning through Teams, post lockdown  Whole school times table focus’ was shared trough Social Media.  The introduction of Marvellous Me will enable profiling to be carried out more consistently and effectively and for parents to have regular updates about learning from teachers and other members of staff in school.  Our Assessment, Moderation and profiling calendar has been revised and updated to provide clarity around expectations around sharing learning with parents and profiling of pupil work  **Shows**  As Christmas Concerts and events were not permitted due to COVID, pupils all recorded a Christmas Song, Reading or Poem and this was sent to parents, each day in December.  Regular video footage of events in school were shared with parents through our Social Media Channels  **Parent Meetings**  We had 2x lots of phone consultations for parents last session which worked well.  **Next steps:**  We shall continue this session with these. The first phone consultation will take place in September and be classed as a “settling in” consultation.  The second consultation will be in March.  Reports will be issued in Term 2 & 4.  Child’s Plan Meetings have successfully taken place via Skype.  These have been more easy for professionals and parents to attend due to less travel implications.  All parents have engaged well in these. |
| **Priority 4** -  **To develop the use of technology to support and enhance learning and teaching** | **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 | P4-7 classes used Teams very successfully during Lockdown#2 and most have continued to use this platform since the return to school, to share homework and other information related to classroom based learning  Almost all staff can confidently set up a Teams space and use this to upload homework and communicate with parents  One of our teachers, created “Help” videos on the use of Teams for parents to use.  She was also released from class to be on hand to answer any questions related to Teams and IT which parents may have.  A Feedback survey carried out in February 2021, showed that all issues were dealt with quickly and effectively  Now that we have bought in a considerable amount of new technology, teachers are now have the devices available to support learning in It more effectively.  We are waiting for the authority to allow us to purchase book creator for ipads so that this can be used effectively across the school. Mrs Pressley has begun using the programme on laptops to gather evidence of learning carried out during Science lessons.  Having received a large number of iPad’s and some Chromebook through the Connect Scotland programme, many of our pupils who have literacy difficulties are now well supported in clsas and in school.  The text to speech and microphone function is being accessed by pupils who need it. The dyslexia aid app is not currently available on our Connect Scotland devices as yet.  Myon audio books and the new Rocket Phonics on-line readers readers, can now be accessed by more families through the use of the Connect Scotland devices which are being taken home.  Devices continue to be used across the school for all areas of the curriculum in school and at home.  This was completed and will be reviewed if blended learning is required again.  Staff have been working alongside Mrs Pressley to finalise these. Pupils now have all of their details for in school and at home. |

# 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**  **(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. This should now be reviewed in consultation with all stakeholders * The school has a curriculum rationale in place but once again this requires to be refreshed and updated in consultation with all stakeholders * In the past, the school has engaged in self-evaluation process involving all stakeholders, however due to COVID, this has not been so thorough as in previous years. This should continue to be an area of focussed improvement in the coming session * There is good commitment to improvement and to the school values by the majority of staff and pupils * 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 was becoming stronger in the school’s approaches to self-evaluation but was not as robust last session, due to COVID restrictions. This will continue to be a priority next session (2021 – 2022) * 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. This was disrupted somewhat due to COVID restrictions last session * Clerkhill School has robust quality assurance processes to ensure there is a focussed attention on monitoring and evaluating learning and teaching. Pre-COVID, all classes were observed regularly and peer observations were 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 * Previously, we had engagement with all stakeholders through a range of evaluation methods e.g. open afternoon; comments, compliments concerns slip; COVID has meant that this has not taken place in such a robust manner this session and should be a priority for improvement in the coming session – eg question of the week on website/ in main reception. A range of approaches should be 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**   * All staff attend a monthly meetings via Teams * QA calendar which mirrors whole school calendar * Most staff have a very good understanding of Planning in the Moment which encourages regular staff reflection and evaluation. Most staff are confident with parental involvement and feedback. Moderation and collaboration are also developed through this approach. * Most 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 high quality learning and teaching and the development of robust programmes of learning to raise attainment in Literacy and Numeracy. This will continue to be an area of development and focus for improvement * P7 pupils 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. This will be done via Pupil Council * 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 out with school. A Moderation and Assessment Calendar has been developed and shared with staff   **ELCC**   * Minutes from Staff meetings are given to each member of staff to keep. EYSP saves a copy on Teams. Staff are encouraged to add items to the agenda. * Responsive planning in previous cycles demonstrates how children are leading the learning and how staff use observations to move the learning forward. * God use of social media to share learning with the wider community. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Staff to continue to engage more regularly in moderation exercises in school * One of our class teachers is to attend regular QAMSO meetings and lead staff training in relation to Moderation opportunities (November and February INSET) * Staff to engage in moderation exercises 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 re-engage 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 * 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**   * Revisit our vision, values and aims with the school, staff and parents and ensure it is central to our learning and teaching. * All 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. * 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 should continue to be developed further. The use of assistive technology needs to be developed further 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 and this was revisited in May 2021 * 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 * Almost all 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 * Most 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 – this was previously Seesaw however we are now using Marvellous Me due to issues with the Authority use of 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 face to face dialogue, newsletters, 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 support. |
| **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. This is updated and refreshed annually * Professional dialogue ongoing throughout the session * Termly tracking meetings are held with all staff * A range of assessment data (including Standardised Assessments) is considered by most staff. This is used to inform next steps in learning by class teachers. * Maths Diagnostic Assessments have been developed and are used to inform next steps in learning * Consideration of trends in data are used appropriately to inform future improvement planning. Session 19-20 and 20-21 there has been a key focus on writing following interrogation of data * Twitter and Facebook continue to be used to promote everyday learning and achievements.   **ELCC**   * Creative transitions making use of technology, children have settled back into the routine of ELC quickly. * Using observations and their experience, ELC 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?** |
| * Continue to simplify and declutter or bundle Maths Curriculum (as required) 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 * 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) * Teachers to be creative in their approaches to writing to inspire and enthuse their learners * 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 * 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 are 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**   * Staff have been discussing children’s wellbeing and what impact the Covid pandemic has had on their wellbeing. * We made good use of Facebook to keep parents up to date with the latest procedures in our ELC. * We met with parents prior to their children starting at ELC to ensure that they felt confident and to ensure that the needs of each individual child could be met. |
| **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 complete Whole School Nurturing Approaches training in Session 2021 - 2022 * 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 using our SHANARRI spoons. Some children could talk confidently about how they were feeling. * Parents fed back that they were more relaxed about their child returning to ELC after the meeting which they felt was 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 ELC. |

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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 and 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 – review - 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. This needs to be developed further * 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 and Digital and Eco group. * Ongoing shared value awards are issued in assemblies and the various online platforms including Facebook, Twitter and Marvellous Me is also used to share achievements. * All pupils are encouraged to share wider achievement. * Attainment in literacy and numeracy for all learners is central to the work of our school and features in annual improvement priorities * Pre-COVID, Children’s University is encouraged the majority of our pupils in P4-7 to participate in community clubs and events– the school also provided 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 is in place * 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 to develop 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** | | **£78,903**  **ATTAINMENT**  **2020 – 2021 CFE data showed the following**  **Numeracy & Mathematics:** At the end of last session, 58% of pupils across the school were attaining at their expected levels (this is a decrease from last year).  **Reading:** At the end of last session, 58% of pupils across school were attaining at their expected level (this is decrease from last year)  **Writing**: At the end of last session, 57% of pupils across school were attaining at their expected level  **Progress throughout session 2020 - 2021**  **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 * Home learning affected our numeracy progressions and performance * 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 * Focus on this area and DHTs freed up to provide targeted interventions should continue   **Reading**:  Our end of year data shows the following   * Accelerated Reading Resource as well as daily programmes (\*MyOn / Star Reading etc) are having **some** impact on Reading Attainment. Further development of pedagogical practice in relation to reading next session will see further positive impact in this area. A new, consistent and robust approach to reading will be rolled out across the school. This is the Phonics International approach and will use “Rising Stars” resources * Money will be spent to release DHTs and AsL staff from some of their class commitments to provide intervention and support with this * ReadingWise is having a 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   **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 #2 had an impact on our P1 & P2 pupils development and play experiences so we plan to very much continue to focus on play-based learning experiences and a developmental approach this session. We continue to develop all staff in Playful Pedagogy – integrating children’s play experiences with curricular learning.  **ENGAGEMENT**  **Pupil Engagement in Learning:**  Most of our identified pupils show some engagement in learning however we are seeing a real deterioration in perseverance and resilience since the return to school. It is our belief that this is a direct result of the two periods of school closure (March – August 2020 & January – March 2021).  A review of our Vision and Values will take place throughout this session | | | |
| **Expenditure** | | See table below | | | |
| **Expected outcomes** | | **Intervention 1 – Targeted Approaches to Literacy and Numeracy**   * The purchase of a class teacher (1.3FTE) to release DHTs (0.9fte) and AsL staff (0.4fte) to oversee and lead targeted interventions for identified pupils in Literacy and Numeracy will enable progress to be made in these areas. The DHTs 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. Small group interventions will also be set up, led by AsL staff and DHTs for both reading and numeracy | | | |
| **Impact Measurements** | | **Intervention 1 – Targeted Approaches to Literacy and Numeracy**   * Reading and spelling abilities captured at the beginning and end of each period of intervention and at key points throughout the 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 * Maths Assessments to be used to measure individual pupil progress in maths at identified points throughout each session | | | |
|  | | **Details, inc Supplier Name** | **FTE / HRS** | **Cost 2021 - 2022** | |
| Teaching Staff to release DHTs / AsL staff to support Literacy and Maths interventions at all levels | | 1x 1.0 fte class teacher to release DHTs / AsL staff ( until July 2022) | 1.0fte | £45,271 | |
| Teaching Staff to release DHTs / AsL staff to support Literacy and Maths interventions at all levels | | 1 x 0.3 fte McCrone teacher to release DHTs (Easter 2022)**\*** | 0.3fte | £11,816 | |
| Principal Teacher | | AsL teacher to become Principal Teacher (Point 1 on Salary Scale) until Easter 2022 **\*\*** |  | £5355 | |
| Supplementary Reading Books / Resources (Reading Stars) | | Browns Books |  | Flashcards = £425  Supplementary Readers = £1450 | |
| IT costs (Projectors) | |  |  | £3500 | |
| Ad hoc expenses | | Osiris (Visible Learning final payment) |  | £5883 | |
| **Total** | |  |  | £73,700 | |

\***depending on other expenditure, this may only carry on until December 2021**

**\*\*this is costed at the maximum salary scale point and may be significantly less that the cost stated**

# Capacity for improvement

Clerkhill School and ELC 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 our approaches to reading and spelling across the whole school and in turn to raise attainment in these areas** | | | **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** |
| * Teacher survey on the teaching of reading and spelling completed resulting in the need to review and refresh our phonics and reading provision. * Professional dialogue with lead professionals (Anne Glennie and Debbie Hepplewhite), resulting in the implementation of Phonics International SSP Programme for P2-6 * CAT session held to inform staff and raise awareness of new SSP approach to be used. * Review of Phonics International programme after a year * DHTs started looking for a programme that delivered a balanced approach to literacy – one that focused equally on blending for reading and segmenting for spelling. Webinars attended by DHTs with Abigail Steel and Debbie Hepplewhite * Trialled intervention group using decodable reading approach with P1 pupils * Trialled VIPERS approach in P5/6 classes to measure impact on reading skills * CAT session to raise awareness of the VIPERS reading skills and available resources * Webinars by Abigail Steel on her new Rocket Phonics scheme * Purchase of Rocket Phonics online resource and reading books to launch in the new school year * In-service day for all teaching staff on Rocket Phonics * Working Time Agreement adjusted to allow for staff to access the Abigail Steel online training videos * Training of PSAs on the Rocket Phonics approach * Communication with parents sent out via PowerPoint to explain new reading and spelling approach * Donations from the PSA and PEF money to allow the purchase of additional reading books and flashcards. * VIPERS reading skills to be used in P3-7 classes and wall displays created * Baseline assessment completed and spreadsheet populated – gaps identified * Small Groups identified for Interventions identified to ensure children “keep up, not catch up” * Profiling will be established for pupils who are lagging * Regular block assessment will be done throughout the school year * Parent videos to showcase the work done in class on blending, segmenting and handwriting * When funds allow, additional books to be ordered for Yellow Plus, Blue and Orange level * DHTs to lead and organise the transition from Rocket Phonics to International Phonics with a clear focus on blending and segmenting approaches * DHTs to continue following the work of Debbie Hepplewhite and Abigail Steel to keep abreast of new developments in the SSP approach, sharing relevant materials with Class teachers and PSAs * End of year assessment to be completed to measure impact of the new approach * Pay particular attention to results of those pupils in receipt of FSM / SIMD 1-4 or disadvantaged because of COVID | | Class Teachers  DHT  DHT  DHT  DHT  DHT  DHTs and CTs  DHTs  DHTs  DHTs  HT  DHT  DHTs  School fundraising group  Class teachers  CT, ASN, PSA  ASN, DHT, PSAs  DHTs / Class Teachers  Class Teachers  Class Teachers / DHTs  DHTs  DHT  DHT  ASN/CT  PT Interventions | | 2019  2019  2019  2020/21  Feb 2021  2020/21  May 2021  Aug, Nov 2021  August 2021  August 2021  September 2021  August 2021  September 2021  September 2021  Term 1 2021  Aug 2021  Sept 2021  Oct 2021  Oct 2021  Nov 2021 and ongoing thereafter  As funds available  Nov, Dec 2021  Ongoing  May 2022  Ongoing throughout session | Survey responses highlighted teachers concerns on the teaching of spelling and reading using the current scheme  Review of Phonics International programme after a year showed that a more balanced approach was required  Purchase of Rocket Phonics SSP Programme  Raised attainment in reading in a short time  VIPERS was an effective way to teach reading skills and it was decided that this would be taught across the school P3-7  Feedback from Class teachers was positive, and it was agreed that Rocket Phonics developed essential literacy skills  Class teachers had a better knowledge of SSP  PSAs more confident to support teachers and pupils in class  Increased parental engagement with online resource  More classes can access the reading books in school  Children are gaining confidence when tackling various reading skills. The resources are engaging and stimulating resulting in lots of discussion work.  Good measure of ability across the school.. Data showed a greater weakness with spelling and handwriting at all stages.  Our aim is for a greater number of children to ***keep up rather than catch up***. Efficient collaboration between ASN team, class teachers and PSAs.  Class teachers will be able to identify the barriers and next steps to individual children’s learning. Quality teaching to ensure good learning experiences.  Shared learning between school and home  Smooth transition to PI with teachers continuing the established routines from Rocket Phonics  Continue to review the programme with all stakeholders. Close tracking of P2 pupils over the next year to decide on future schemes.  To measure the impact and record data on the success of this scheme. | |  |

# 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 (including refresh of school Vision, Values and Rules incorporating UNCRC legislation, Pupil Voice)** | | **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** |
| UNCRC / Rights Respecting School   * Staff training on new legislation * RRS group created to promote rights across the school * Create RRS display * Classroom charters to be agreed in each class * Right of the month to be a focus across school (shared with parents through media platforms – timetable shared with staff and pupils; become a focus for assembly * Rights to be an ongoing focus of whole school and classroom inputs * Rights are linked to whole school events * C Stephens to create plan for Silver Awards (see separate action plan) * Our World planners updated to reflect rights * School values and rules to reflect children’s rights * More regular opportunities for pupil voice in school – questions of the month – Pupil Council survey * Parent, Staff and Pupils questionnaire to be sent out through Microsoft Forms to gather views on the updating of our Vision and Values. * RRS Group led by C. Stephens to look at the views of pupils and parents and to share this with pupils and staff (see detailed action plan in regard to RRS) * All staff to familiarise with contents of sections of Paul Dix publication “When the Adults Change, Everything Changes” * Whole staff INSET looking at tweaks to behaviour policy / values / code of conduct in line with UNCRC values and articles etc   Increase of Pupil Voice / Parent Voice / Staff Voice   * Use of How Good is OUR School by Pupil Council (focus to be agreed) * 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 * Feedback from all stakeholder surveys to be on display * Question of the month for pupils, staff and parents, linked to school values * Pupil voice to be prevalent in classrooms as far as possible * Pupil focus groups for classroom monitoring | | ALM / All staff  LW / CS  CS / RRS Group  All staff / RRS Group  CS/LW  CS/ LW / All staff  CS/ LW  CS / LW  LW  ALM / All stakeholders  ALM/ LW / All stakeholders  CS  All staff / ALM  All staff / ALM  Pupil Council / ALM  LW  LW  All staff / Pupils  Selected pupils / SLT | **August 2021 INSET**  **Sept 2021**  **Sept 2021**  **Term 1**  **Ongoing**  **Ongoing**  **Ongoing**  **Term 2**  **Term 3**  **Term 3**  **Term 3**  **Term 3**  **Term 3**  **/ Feb INSET**  **Term 3 / Feb INSET**  **Term 2 – Term 4**  **Term 1 – Term 4**  **From Sept 2021**  **Ongoing**  **Term 2 & Term 4** | Staff will demonstrate an awareness of legislation and apply this to practice around school  There will be a clear focus on rights across school and these will become a natural part of discussions in school  There will be clear communication on Right of the Month  These will be an integral part of each classroom and referred to regularly  Children at all stages will have a good working knowledge of Childrens’ Rights  As above  Children’s Rights will be evident in all aspects of school life and pupils, parents and staff will be able to speak about these effectively  A clear approach to behaviour management will be developed and used in all areas of school and by all staff  Pupils will have a clear role to play in the school’s QA procedures and will become skilled in providing meaningful feedback / ideas for improvement  School will be responsive to the views of all stakeholders, making the necessary and relevant amendments to practice / feeding feedback into future priorities | |  |

# 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 in learning / pupil profiling** | | | **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 (Marvellous Me) as outlined in school Assessment, Moderation and Profiling Calendar   **Home Learning (due to COVID isolation)**  Pupils will have the ability to access their learning from home, should they require to isolate due to COVID   * Teachers to set up class Teams and upload appropriate work * Staff meeting to decide the best approach to sharing learning with parents (generic Home Learning tasks provided to whole class Team or more specific work sent to individuals – to be discussed and agreed) * Home Learning policy to be updated accordingly * Homework Policy to be updated (staff invited to be part of a short term working group) * Staff / Pupil and Parent surveys to be carried out | | Class Teachers  Class Teachers  Class Teachers  LW  LW / Class Teachers  LW | | From September 2021  September 2021  October 2021  November 2021  November 2021  November 2021 | **Learning will be effectively shared with parents who will in turn be able to support their children effectively, leading to raised attainment**  **Childrens’ learning will continue to be supported effectively through periods of isolation due to COVID**  **Homework tasks set will support and build on learning taking place in school** | |  |

# 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:**

* Whole School Sponsored Walk - £10,000

**Wider Achievement**

* Our Pupil House Captains have continued to lead the School in our effective positive behaviour management and rewards system.
* Our Lego League Club scooped top prize in the local lego competition where they competed against other local lego clubs (including some secondary teams).

***Wider Community Links***

* We have a number of successful football teams, coached by parents
* ELC visit their “window friends in the local care home”