



Clerkhill School
Standards & Quality Report
2021 - 2022
&
School Improvement Planning
2022 - 2023

School Foreward

We are pleased to present both our Standards and Quality Report for Session 2021-2022 and our School Improvement plan for the current session 2022 -2023. 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. We have just recently completed a consultation which has focused on the updating and simplifying of our vision and values. This will be finalised and written into Policy at the start of next session (August 2022)

Context

Analysis of the **SIMD data** shows that three (0.7%) children at Clerkhill Primary School live in Decile 1, with seven (1.6%) children living in Decile 2 and 24 (5.5%) 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.

53 Pupils in receipt of FSM (11%)


P1	P2	P3	P4	P5	P6	P7
1	8	11	5	10	11	7

Deciles

1	2	3	4	5	6	7	8	9	10
0.7%	1.6%	5.5%	28.8%	18.7%	2.3%	4.8%	24.2%	13.5%	0%
3	7	24	126	82	10	21	106	59	0

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 2021-2022.

Key priority 2021-2022	Key actions undertaken	Impact (achieved throughout 2021 - 2022) & Next Steps
<p>Priority 1 : To improve our approaches to reading and spelling across the whole school and in turn to raise attainment in these areas</p>	<p>1. Teacher survey on the teaching of reading and spelling completed resulting in the need to review and refresh our phonics and reading provision. – Session 2020 - 2021</p> <p>2. Professional dialogue with lead professionals (Anne Glennie and Debbie Hepplewhite), resulting in the implementation of Phonics International SSP Programme for P2-6 – Session 2020 - 2021</p>	<p>1. A survey was used to gain insight into how teachers were teaching spelling, how often and with what level of success. The survey showed that many teachers felt that they had too many groups and did not have the time to teach spelling properly. Some teachers were handing out lists on a Monday and doing a test on a Friday with no other input throughout the week. Spelling tasks such as rainbow writing, fancy writing and backwards writing were showing no benefit to the teaching of spelling. The children with poor spelling were not improving much with the Nelson Spelling approach. The survey showed that the school and staff were ready for a new approach.</p> <div data-bbox="1644 820 2069 1053"> <p>Spelling Evaluation</p> <p>Classes range from having between 2 and 5 spelling groups. The average number of spelling lessons being done across the week is 2. In most classes, different groups are being taught different sounds. Across the school, only 4 teachers were happy with the amount of time they spend on teaching spelling. Many teachers reported that children are finding it difficult to retain and apply spelling words to other reading/writing tasks. There was a divide on whether weekly spelling assessments were important. A range of spelling activities are being used, but we need to make sure these are all relevant and purposeful. Many teachers were unfamiliar with words from Fry's List. Most classrooms have a spelling display but this is difficult to maintain due to large number of groups.</p>  </div> <p>2. Conversations with Anne Glennie about challenges with the Nelson Spelling scheme led us to start thinking about a phonics based approach. Anne Glennie showed a real passion for SSP teaching and so we started to look into this and the work of Debbie Hepplewhite who created Phonics International. We trialled this with a P4 class for a year and saw the benefits.</p>

	<p>3. CAT session held to inform staff and raise awareness of new SSP approach to be used. – August 2022</p> <p>4. Review of Phonics International programme after a year - TBC</p> <p>5. 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 – Session 2020 - 2021</p> <p>6. Trialled intervention group using decodable reading approach with P1 pupils – Session 2020 - 2021</p>	<p>3.</p> <div data-bbox="1361 261 1697 443"> <p>Spelling – New Approach</p> <ul style="list-style-type: none"> Only 1 or 2 groups per class – aim for a whole class approach Whole school approach – follow on from Emerging Literacy Alphabetic Code will be used across the school New approach is based on Wraparound Spelling and Phonics International Ensure we are rehearsing and applying spelling words 3-4 times per week Ensure we are regularly revisiting and revising previously taught codes. Teach at the correct pace for our groups Provide resources for pupils to support their spelling Make sure that spelling lessons are relevant and purposeful All classrooms should have a spelling display Spelling lists will cover one code and also words from Fry's List </div> <div data-bbox="1854 213 2101 501"> <p>Same but Opposite</p> <p>Reading is decoding (breaking down the code)</p> <p>Spelling is encoding (building up the code)</p> <p>With reading we begin with the text (concrete) and translate that into sound and thoughts about what we have read. (abstract)</p> <p>In spelling we begin with the thought (abstract) and move towards having them put down on paper in a concrete way.</p> </div> <p>4. Although we did not do a formal review of the Phonics International programme, from discussions with class teachers we gained an idea of how things were going. The use of codes made the teaching of spelling easier, but the class teachers found the organising of resources a bit of a challenge. We knew that we needed a scheme that taught using codes and the SSP approach but that was more structured and organised for the teachers to use more easily.</p> <p>5. The work of Abigail Steel, Debbie Hepplewhite and Anne Glennie showed that SSP programmes work well for all children, including those with specific difficulties such as dyslexia. Everything they taught us during the webinars made sense, was research driven and showed us that this was the right approach for our school.</p> <p>6. When children came back to school in February'21 we could see that reading had not moved forward. We decided to build on their phonic knowledge which was good and adopt a decodable approach to reading to try and close the gap. Small groups of children received reading intervention 2/3 times a week. This was a new approach to us at Clerkhill but proved successful. Despite lockdown at that</p>
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		<p>crucial stage for P1 readers 54% of our learners achieved Early Level in June. This was lower than predicted and did not really reflect the progress almost all children had made. Almost all the children in this cohort were reading but some required a little more time to use taught skills successfully. We saw significant progress in our EAL children. The yellow band benchmark book we used gave us a robust result for Early Level.</p>
	<p>7. Trialled VIPERS approach in P5/6 classes to measure impact on reading skills - TBC</p>	<p>7. The VIPERS approach was trialled with a P5/6 class during the session 2020-21. The children quickly understood the skills that needed to be developed, the approach was very structured, and it was easy to see how this could be used to cover a range of topics and interests. This approach made it easy to identify which skills needed to be developed in individual children. Vocabulary and Inference were the main areas of difficulty, so more teaching was required to develop these skills. As this was a whole class approach, time could be spent discussing the various skills and answers. Having trialled this for a year we knew this approach would be beneficial for the P3-7 classes and we decided to roll this out in August 2021.</p>

8. CAT session to raise awareness of the VIPERS reading skills and available resources

9. Webinars by Abigail Steel on her new Rocket Phonics scheme

10. Purchase of Rocket Phonics online resource and reading books to launch in the new school year

8.



How will we achieve our aims?

- Whole School approach to reading from P1-7
- All pupils across the school will be taught to read using decoding. Phonics and decoding is NOT just for early year classes and all teachers must be using the same approach
- Teachers and PAs will attend training so that there is a shared understanding of our approach, and everyone will be teaching in the same way. Workshops will be available from August for staff to attend.
- Once reading becomes more automatic, reading skills will be introduced to develop comprehension. It is essential that these skills are progressive, focused and explicit and are given enough time over a school week.
- Children will be read to daily to model reading, develop comprehension and to encourage reading for pleasure.
- Children should read every day. Practise, practise, practise is essential to build confident readers.


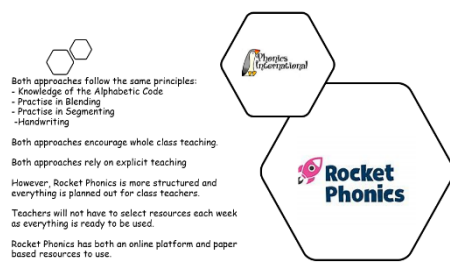
What will reading look like across the school?

P3-4

- Decoding skills will continue to be developed and children will be encouraged to read and practise reading regularly. Struggling readers should be given extra time to develop decoding and fluency skills.
- Alphabetical Code should be displayed on classroom walls to help children to remember graphemes/phonemes. Teachers should ensure that children can identify the sounds of each of the codes displayed.
- Children should have the opportunity to read independently every day through reading books, stand alone texts, reading across the curriculum texts, etc.
- VIPERS should be introduced one skill at a time so that children have an understanding of each skill. Once this is developed, a range of skills can be used for each lesson.
- Reading skills lessons should be planned twice a week to teach VIPERS and should include a range of texts. These should be whole class lessons, guided by the class teacher.
- Teachers will read to children every day for at least 15 minutes and reading skills can also be developed through this.
- Assessments will be based on decoding and language comprehension to decide on which interventions need to be put in place.

9. Following good progress from P1 intervention, using decodable readers, we were interested to learn about the Rocket Phonics approach. This scheme followed on well from the Phonics International approach but made it more manageable for teachers to use. We really liked the blending and segmenting approach and the pupil friendly books and booklets. The teacher guide was explicit for the teaching of phonics and this made it easy for a whole school approach as every child would be given the same experience.

10. The Rocket Phonics resources are excellent and the reading books are modern and engaging for pupils. The reading books have helped to improve vocabulary and the target practise books are very good for putting the new sounds into practise. Target books are good for whole class teaching of reading. The frieze is now displayed in all classrooms and most classrooms are using the sound mats to develop independent writing. Some parents have found the online reading books difficult to use so we will do our best to secure more money to buy in more copies of the reading books when possible.

	<p>11. In-service day for all teaching staff on Rocket Phonics</p> <p>12. Working Time Agreement adjusted to allow for staff to access the Abigail Steel online training videos</p> <p>13. Training of PSAs on the Rocket Phonics approach</p> <p>14. Communication with parents sent out via PowerPoint to explain new reading and spelling approach</p>	<p>11.</p>  <p>Rocket Phonics is a Systematic Synthetic Phonics Programme which relies on children using the sounds made by letters to read and spell.</p> <p>What does Systematic Synthetic Phonics mean?</p> <p>Systematic - the letters and sounds will be taught in a specific sequence</p> <p>Synthetic - meaning putting together or blending</p> <p>Phonics - the correspondence between letters (graphemes) and the sounds they make (phonemes)</p>  <p>Both approaches follow the same principles:</p> <ul style="list-style-type: none"> - Knowledge of the Alphabetic Code - Practise in Blending - Practise in Segmenting - Handwriting <p>Both approaches encourage whole class teaching</p> <p>Both approaches rely on explicit teaching</p> <p>However, Rocket Phonics is more structured and everything is planned out for class teachers.</p> <p>Teachers will not have to select resources each week as everything is ready to be used.</p> <p>Rocket Phonics has both an online platform and paper based resources to use.</p> <p>12. Time for additional CPD was factored into the WTA for Session 2021 - 2022 to enable staff to watch relevant videos etc as required</p> <p>13. It was beneficial to spend time training the PSAs and because the programme uses a structured teaching approach, it was easy for them to follow. PSAs were also given access to Abigail Steel training videos, which they watched during in-service days. Refresher training will be offered in August 2022 for the new session.</p> <p>14. https://www.youtube.com/watch?v=Yw6aI66Vpb0</p>
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15. Donations from the PSA and PEF money to allow the purchase of additional reading books and flashcards.

16. VIPERS reading skills to be used in P3-7 classes and wall displays created

15. £2500 was donated by the PSA to allow us to bulk out the existing reading books. Some parents were finding the online reading difficult to access so we wanted to have more books available for these families. We also needed more reading books and target practise books to allow more independent reading in class. More books were also needed as more than 1 year group were using the same books at the same time. We now have 15 copies of the majority of our reading books. We will continue to purchase more books to fill the gaps and support the reading in P3.

16.



Teacher feedback shows that staff are enjoying the structure provided by the use of VIPERS. They feel that it gives them guidance on what to teach and it has clearly identified skills. They like that there is more consistency across the school in that everyone knows which reading skills should be taught. Teachers like that the resources are readily available for a range of topics and you can differentiate the tasks by the amount of support given to pupils. Some teachers have reported an improved level of confidence in their teaching as they have a clearer understanding of what should be taught. This teaching is also backed up by excellent resources.

17. Baseline assessment completed and spreadsheet populated – gaps identified

18. Small Groups identified for Interventions identified to ensure children "keep up, not catch up"

Baseline Phonics Assessment - P2

Class	1. Letter sounds	2. One reading	3. One beginning	4. Word reading	5. Letter formation	6. Word segmenting	7. Sentence reading	8. Sentence writing	19th Feb 2021	19th Feb 2022
1									23	23
2									23	23
3									23	23
4									23	23
5									23	23
6									23	23
7									23	23
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100									23	23

17. The Baseline was administered all our P2s in August'21 (blue) with a retest in June'22 (yellow). (These children had returned to school after lockdown in February'21 with most of them not yet reading.) A decodable approach was used in the period between February'21 and June'21 with all children. Gaps in word reading and letter formation. Word segmenting and sentence writing are understandably lagging but should improve with the Pupil Booklets used alongside this programme. Sentence reading will be addressed with the new decodable readers purchased.

test to

18. Intervention started in P1 in January '22. Children who were identified as lagging were given two sometimes three sessions of reading intervention a week. Almost all children who received intervention achieved Early Level in June. The small cohort who did not will achieve this early P2. Although they made good progress phonological difficulties hampered progress with this group at the start. Some of our EAL children required time to learn more vocabulary and gain background knowledge.

19. Profiling will be established for pupils who are lagging

P1 SNSA Assessments - May 2022

Received Reading Intervention at/3 weeks

P1S	Language	Numeracy
HB	4 Achieved	3
CB	6 and above EE	6 and above
EB	3 Achieved	3
EC	6 and above EE	5
BC	3 Achieved	4
BC	4 Achieved	3
LD	3 Achieved	4
CP	1 RS	1
DE	3 Achieved	4
EP	5 Achieved	4
FL	5 Achieved	4
RM	1 RS	2
CR	3 Achieved	4
HR	4 Achieved	3
LR	4 Achieved	3
VR	1-4s	1
NP	3 almost	3
DP	2-3s	3
IN	4 Achieved	5
AS	2-3s	3
KW	4 Achieved	4
JZ	4 Achieved	3
	15/22 achieved	

Snapshot of one P1 class

Children highlighted received reading intervention. SNSA results supported class work. Any anomalies were tested using a reading benchmark assessment for band yellow (End of Early).

19. An individual profiling sheet was made but it was felt to be too onerous to be used for individual children receiving ASL or intervention. Group assessment sheets were used instead, to track progress and barriers to reading. Barriers such as lack of concentration, lack of motivation, poor decoding skills and poor phonological awareness were addressed during these small group sessions. Fluency was encouraged as well as reading comprehension.

P1 P1S GLENHILL SCHOOL READING INTERVENTION PLAN Class/Date

Children	Barriers to Learning	Assessment/Intervention
Benjamin IS	Disliking accuracy	Fast reading
Lyndsey IS	Quick recall of sound	Reading fluently
Nathan IS	Quick recall of sound	Reading fluently
Therese IS	Quick recall of sound	Reading fluently
Anna	Quick recall of sound	Reading fluently
Benjamin IS	Disliking accuracy	Fast reading
Lyndsey IS	Quick recall of sound	Reading fluently
Nathan IS	Quick recall of sound	Reading fluently
Therese IS	Quick recall of sound	Reading fluently
Anna	Quick recall of sound	Reading fluently
Benjamin IS	Disliking accuracy	Fast reading
Lyndsey IS	Quick recall of sound	Reading fluently
Nathan IS	Quick recall of sound	Reading fluently
Therese IS	Quick recall of sound	Reading fluently
Anna	Quick recall of sound	Reading fluently

Example of group assessment sheet used.

20. Regular block assessment will be done throughout the school year

20. Block assessments were used by teachers to support universal support in class. These were administered only to children thought to be requiring more support with new sounds or for those who were finding the skill of blending/segmenting tricky in class.

Example below:

Y1 End of Half-Term 1 Assessment

Name: _____ Date: _____

Letter-sounds for reading

i	i-e	ie	y	o-e
ow	oe	o	y	ey

Words for reading

find	lime	pie	fly
hope	glow	silly	keys

Common exception words for reading

some	one	said	come	do	so	were
------	-----	------	------	----	----	------

21. Parent videos to showcase the work done in class on blending, segmenting and handwriting

21. Not done - carry forward to next session

22. When funds allow, additional books to be ordered for Yellow Plus, Blue and Orange level

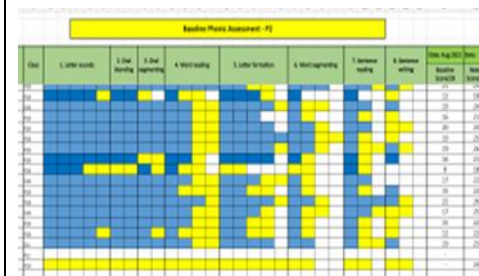
22. £3000 has been allocated to buy more Yellow Plus, Blue and Orange Level books. Some of this money will also be used to buy some books for the new P3 Rocket Phonics scheme.

23. DHTs to lead and organise the transition from Rocket Phonics to International Phonics with a clear focus on blending and segmenting approaches

23. Overall the move from Phonics International to Rocket Phonics has been smooth as the teaching is similar. The Rocket Phonics scheme is very easy to follow, and the teaching of lessons is very structured. The whole school planning using the scope and sequence

		<p>means that classes/groups are teaching the same sounds and are required to work at the same pace as the other groups. Throughout the year, some teachers have altered the way lessons should be taught. In some cases, teachers are not regularly using flashcards to revisit sounds and do not expect children to use the mnemonic as they say the sound. In August we will offer refresher training for all new and existing staff to ensure the structured teaching of this scheme is followed to allow consistency across all stages.</p>
	<p>24. 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</p>	<p>24. We continue to follow the work of these professionals in order to further improve our practise. Abigail Steele has launched a new scheme designed for P3 pupils which we have bought resources for. This will be implemented during the 2022-23 session once children have completed Year 1 work of the Rocket Phonics scheme.</p>
	<p>25. End of year assessment to be completed to measure impact of the new approach</p>	<p>25. Baseline assessments were done for all pupils at the start of the year. This was beneficial for the younger pupils to identify gaps but for older pupils, this was not an effective assessment as it is designed for P1-2 pupils. We are currently using the Single Word assessment for P2-6 pupils to show progression. Accelerated Reading data has also been used for older classes. Our next steps would be to design an assessment tailored to our implementation of the programme.</p>

26. Pay particular attention to results of those pupils in receipt of FSM / SIMD 1-4 or disadvantaged because of COVID



Results are promising: Almost all children have achieved 79% or above on the retest. Those who did not, have made significant progress from baseline to retest with a growth of 30% +. EAL children have made very good progress. Some of the sounds have yet to be taught which has affected the result. Word segmenting and sentence writing continue to be a focus.

26. Reading attainment at most stages is showing an upward trend (see tables below)

Session 2020 - 2021	Reading
P1	<u>54%</u>
P2	<u>63%</u>
P3	<u>60%</u>

		<table><tr><td>P4</td><td><u>40%</u></td></tr><tr><td>P5</td><td><u>58%</u></td></tr><tr><td>P6</td><td><u>83%</u></td></tr><tr><td>P7</td><td><u>49%</u></td></tr><tr><td>School Average</td><td>58%</td></tr></table> <p>When</p> <table><tr><th>Session 2021 - 2022</th><th>Reading</th></tr><tr><td>P1</td><td><u>67%</u></td></tr><tr><td>P2</td><td><u>68%</u></td></tr><tr><td>P3</td><td><u>67%</u></td></tr><tr><td>P4</td><td><u>63%</u></td></tr><tr><td>P5</td><td><u>52%</u></td></tr><tr><td>P6</td><td><u>67%</u></td></tr><tr><td>P7</td><td><u>84%</u></td></tr><tr><td>School Average</td><td><u>69%</u> (2021 - 2022)</td></tr></table> <p>comparing the results of the same year group from last year to this year, all year groups have shown an improvement in attainment</p> <p>Current P2s - 14% improvement Current P3s - 4% improvement Current P4s - 3% improvement Current P5s - 12% improvement Current P6s - 9% improvement Current P7s - 1% improvement</p> <p>Current P6 Cohort (Pupils in receipt of FSM or in Deciles 1-4)</p>	P4	<u>40%</u>	P5	<u>58%</u>	P6	<u>83%</u>	P7	<u>49%</u>	School Average	58%	Session 2021 - 2022	Reading	P1	<u>67%</u>	P2	<u>68%</u>	P3	<u>67%</u>	P4	<u>63%</u>	P5	<u>52%</u>	P6	<u>67%</u>	P7	<u>84%</u>	School Average	<u>69%</u> (2021 - 2022)
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Analysis of Assessments	SWRT Reading June 2022	SWRT Dec 2021	SWST Spelling June 2022	SWST Dec 2021	Star Reader Reading Skills June 2022	Star Reader Dec 2021
% Age Appropriate Score	10%	0%	0%	0%	30%	0%
% making appropriate/on track progress	50%	0%	30%	10%	20%	0%
% exceeding appropriate progress	20%	0%	30%	0%	40%	0%

All pupils in receipt of FSM or in Deciles 1-4

SWRT (Decoding)	P2 (30 Pupils)	P3 (24 Pupils)	P4 (26 Pupils)	P5 (21 Pupils)	P6 (30 Pupils)	P7 (24 Pupils)
% Age Appropriate/On Track Progress	90%	54%	54%	28%	53%	63%
% Exceeding Appropriate Progress	17%	13%	15%	10%	37%	45%













% of FSM and SIMD 1-4 pupils achieving age related scores or above.

Results taken from SWRTs taken in December 2021.

Phonic next steps:

- Rocket Phonic P3 programme will be implemented during the 2022-23 session once children have completed Year 1 work of the Rocket Phonics scheme.
- Refresh phonic training for all staff via training videos
- SMT classroom monitoring of delivery of phonics in the class
- Purchase more readers
- Develop end of term assessments for stage 4-6 phonics

		<ul style="list-style-type: none"> • Parent Information sessions for P2-P6 parents
<p>Priority 2 : To ensure a Whole School Nurturing approach (including refresh of school Vision, Values and Rules incorporating UNCRC legislation, Pupil Voice)</p>	<p>Whole School Nurturing Approaches</p> <p>Almost all staff undertook Sessions 1-5 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.</p> <p>UNCRC / Rights Respecting School</p> <p>Staff training on new legislation</p> <p>RRS group created to promote rights across the school</p> <p>Create RRS display</p>	<p><i>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</i></p> <p><u>Next steps:</u> <i>Colleagues from the EPS service will facilitate follow up collegiates / INSET training on the use of Emotion Coaching for all staff</i></p> <p><i>All PSAs to attend INSET training (Nov 2022) on the use of CALMS theory and de-escalation</i> <i>Behaviour Policy updated and ready for launching in August</i> <i>Re-visit our vision and values and simplify our school code of conduct (based on Paul Dix philosophy)</i></p> <p><i>All staff received training on new legislation during INSET (August 2022)</i> Each month there is a whole school focus, linked to our Right of the Month. One example being Fair Trade Fortnight, which links to Article 24. These resources, along with others for each month of the year, are saved on Teams so that all staff can access these and use with their class. The P7 RRS leaders share this information with pupils. Moving forward they will share work carried out in school with parents via Marvellous Me and the school Facebook page.</p>

	<p>Our World planners updated to reflect rights</p>	<ul style="list-style-type: none">  10-FAIR-TRADE-PRINCIPLES  chocolate-information-powerpoint  Fair trade Fortnight Websites  Fairtrade handout  Fairtrade word trail  Fairtrade word trail  Fairtrade  fairtrade-activity-where-things-grow  fairtrade-crossword  fair-trade-information-powerpoint  how-far-did-my-food-travel-activity-...  Links to Article 24 <p>Staff now have the rights on their planners and can refer to these during learning and teaching sessions. The language of RRS will be linked to our new school values.</p> <p>The RRS school display at the front of the school highlights our focus for the month. Moving forward, we will also display work/photographs of activities pupils have been involved in which are linked to the right which is displayed.</p>
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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

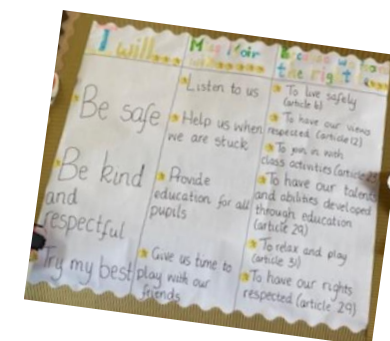
Rights are linked to whole school events

Classroom charters to be agreed in each class

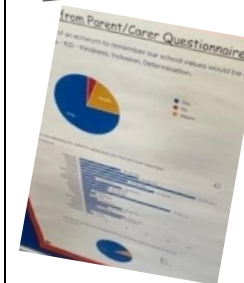
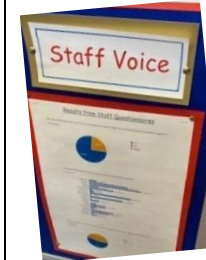
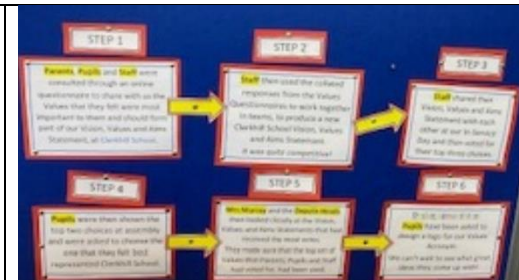
School values and rules to reflect children's rights



All classrooms now have a classroom charter and pupils are aware of our Right of the Month which is on display on our RRS board at the main reception



	<p>C Stephens to create plan for Silver Awards (see separate action plan)</p> <p>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)</p> <p>All staff to familiarise with contents of sections of Paul Dix publication "When the Adults Change, Everything Changes"</p> <p>Whole staff INSET looking at tweaks to behaviour policy / values / code of conduct in line with UNCRC values and articles etc</p> <p>More regular opportunities for pupil voice in school – questions of the month – Pupil Council survey</p> <p>Parent, Staff and Pupils questionnaire to be sent out through Microsoft Forms to gather views on the updating of our Vision and Values.</p>	<p>At the beginning of the term, staff were sent examples of Class Charters and asked to discuss these with their class before making their own. These will be shared with parents through Marvellous Me and Facebook by our P7 RRS Leaders.</p> <p>C Stephens to insert statement reflecting progress in working towards silver RRS award</p> <p>All teaching staff have read Chapters 1 & 2 in preparation for the updating of our current behaviour policy in June 2022, for launching in August 2022</p> <p>Not done - carry forward to session 2022 - 2023</p> <p>This has not been actioned this session and will carry forward into Session 2022 - 2023. Pupil Council reps will remain the same as this session for consistency</p> <p><u>Vision and Values Consultation - January 2022</u> Parents have been consulted on a number of things throughout this session, including the updating of our Vision and Values (above).</p>
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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

We also surveyed our parents and staff at the start of this session and details of feedback are below. We only had a 4% response from parents for this survey which was disappointing.

		more regular basis than in previous years and used their feedback to inform key decisions
<p>Priority 3 : To continue to develop parental engagement in learning / pupil profiling</p>	<p>Profiling</p> <ul style="list-style-type: none"> 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 <p>Home Learning (due to COVID isolation)</p> <p>Pupils will have the ability to access their learning from home, should they require to isolate due to COVID</p> <ul style="list-style-type: none"> 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 	<p>Although we have a profiling calendar and programme available to staff and parents this is not used consistently across school. A working group will be convened next session, an action plan drawn up and a profiling format agreed by all staff.</p> <p>Our Home Learning Policy was updated and staff worked in stages to create generic tasks which were uploaded onto Teams and could be used by pupils when they were self isolating for a period of time.</p> <p>Homework policy to be updated next session</p>

How good is our leadership and approach to improvement?

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 was reviewed in consultation with all stakeholders in March 2022 and our new values and vision statement launched in August 2022.
- 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 was not been as thorough as in previous years. This was an area of focus this session, with stakeholders consulted on a variety of subject throughout the year, including "What we Do Well" as a school, "Areas for Improvement", updating of Vision, Values and Aims and also around changes to the Configuration of our Lunchtime. This should continue to be an area of focussed improvement in the coming session
- We have worked hard this session to ensure that our pupils are included and involved in shaping the direction the school travels in and have been involved in setting our improvement priorities, creating a Pupil Friendly version of the Improvement Plan, evaluating our improvement priorities this session and deciding how to spend part of our Pupil Equity Funding. Next session, pupils will continue to be involved in key decisions relating to school improvement and have an active role in sharing this with the wider school body
- 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, Play Based Pedagogy and tracking the impact of PEF spends, 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. This will continue to be a priority next session (2022 - 2023), as well as the development of pupil choice and voice in relation to classroom based experiences
- Relevant QIs from HGIOS4/ HGIOELC are used more regularly now to inform monitoring and evaluations.
- Clerkhill School has robust quality assurance processes to ensure there is a focussed attention on monitoring and evaluating learning and teaching. All classes have been observed twice this session and peer observations also took place during Term 3. Policy development will ensure a higher level of consistency of practice across 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 meant that this has not taken place in such a robust manner over the past two sessions. This session we have had to think differently and have asked our stakeholders to engage in online surveys on a variety of topics. We shall continue to use a range of approaches 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, Play Pedagogy and Early Years Transition
- 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, this year through participating in peer observations. Collegiate time is also given to stage planning This team approach is very strong at most stages now in school
- 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. Pupils now need to be able to profile and talk about their progress in a meaningful way
- 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 continues to 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 communicate via monthly small group meetings
- 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 some opportunities for all staff to engage with QI documentation to review practice and plan next steps. We need to have a more focussed approach on this as we move forward and use online platforms more effectively
- 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
- Pupil Council need to engage with How Good is OUR School. This need 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; Digital Leaders; STEM; House Captains
- 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 however this needs to be re-looked at and streamlined to ensure full engagement from staff
- Staff from other schools have visited our school to see our Play Pedagogy in action and to share the practice of our early years team (P1). Our staff have also visited other school within the cluster as well as in eth wider authority and beyond

- Via our Pupil Council, our whole school have been involved in deciding how we spend our Pupil Equity Fund this session as well as identifying our school priorities for next session

ELCC

- Good communication within staff team. Minutes from staff meetings are given to each member of staff to keep. EYSP saves a copy on Teams.
- Responsive planning demonstrates how children are leading the learning and how staff use observations to move the learning forward.
- Staff meet with parents (3x year) to share their child's learning/progress and next steps
- Good use of social media to share learning with parents/carers. Regular newsletters.
- PT Summary of Visit minutes

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 to continue to attend regular QAMSO meetings and lead staff training in relation to Moderation opportunities (Collegiate Sessions / INSET - November)
- 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 continue to engage in the Self Improving School System within the authority and link with other schools in the Cluster)
- Continue to develop meaningful pupil participation in learning and teaching experiences as well as in the life and work of the school.
- Pupils to become more fully involved in shaping and steering the direction of learning within their classes as well as school improvement
- An agreed format for Pupil Profiling across the school to be agreed and rolled out at all stages
- New vision, values and aims to become embedded across school and behaviour policy tweaked to reflect changes and ensure that all staff are committed to the shared value of the school
- Ensure that there are opportunities for staff to develop and apply their creative thinking to their practice
- Ensure that all staff refer to the GTCS standards regularly when evaluating their practice
- Develop our tracking of wider achievement and the impact it is having on individual learners. Link to Skills for Life project and DYW work
- Skills areas to be developed in breakout spaces in school
- 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

ELCC

- Discuss our vision, values and aims with staff and share with parents to gather views and ideas to 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.
- Continue with staff meetings. Staff encouraged to add items to the agenda.
- Look for different ways to engage parents eg google forms

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

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

(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 **the majority** of 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 meaningfully engage in their children's learning and life at school. Staff work with parents to reduce potential barriers to learning and are responsive to family circumstances
- Needs are identified and reviewed in consultation with families, partner agencies and stakeholders
- We work very 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 very closely with parents and carers and our relationships with them are based on mutual trust and respect.
- **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 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 **most** staff are becoming more confident in making judgements about pupil's achievement of a level and progress within it. Our QAMSO led an INSET training on moderation of writing in November 2021. 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. There will be a clear focus on developing our moderation processes for writing in Session 2022 - 2023 both at school and cluster level
- Most** staff plan collegiately and use assessment information 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. In **the majority of 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 - this will be an improvement priority for session 2022 - 2023**
- 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. **Again this will be an improvement priority for session 2022 -2023**
- Most** 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. A PT was appointed this session to ensure careful tracking of the impact of interventions for specific cohorts of children
- Most** 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 **most** classes, tasks, activities and resources are appropriately differentiated
- Transitions are mainly well-supported but curriculum transition with the local secondary school and from Early Years settings (partner provider) to P1 needs to be more effective. Transition from Clerkhill ELCC to P1 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
- **Most** of our learners are motivated and eager to engage in their learning.
- The quality of learning and teaching is **satisfactory with elements of good**. 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. There is very good practice in the early stages of school with Play Pedagogy a particular strength
- **Almost all** pupils have regular opportunities to work individually, in pairs and in groups
- **Most** learning experiences are planned to match pupils needs/abilities
- **Most** 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 and carefully tracked by the AsL team, in order to identify next steps
- **Most** staff have confidence in using a wide range of assessment data including standardised assessment results. We now need to develop our use of High level Assessments to ensure we have a holistic overview of each child's learning and evidence of their ability to apply their knowledge. At present we have a large amount of summative assessments
- Termly tracking supports pupils progress in learning
- Digital technology is used to support learning in **most** 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. We need to have a focus on Profiling next session to ensure this is "owned" by the pupils and is embedded in day-to-day classroom practice

ELCC

- Ethos and culture demonstrates a strong commitment to children's rights and there are very positive relationships within the setting
- 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.
- Baseline assessments in numeracy and literacy track individual children's progress and inform next steps in planning
- Our care and support plan system has been reviewed to ensure that we are clear in the impact of supports provided for children

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, reading and maths following interrogation of data
- Twitter and Facebook continue to be used to promote everyday learning and achievements.

ELCC

- Robust transitions making use of technology, children have settled 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) - continue in session 2022 - 2023
- Teachers to be creative in their approaches to writing to inspire and enthuse their learners and to link writing to current focus in reading to encourage more joined up thinking
- Moderation of writing to take place at stage, school and cluster level facilitated by the school QAMSO

- Working group to create assessment criteria and expectations which will lead to consistency of standards in "achievement of a level" across school - whole school policy to be developed from this - ensure this assessment criteria is linked to the Benchmark
- Overhaul writing progressions and details of genre taught and covered at each stage
- Ensure feedback is used effectively in writing and targets and next steps are reflected on and impact future work - continue into session 2022 - 2023
- Pace and Challenge needs to be closely monitored to ensure our pupils who are Exceeding Expectations receive an appropriate level of challenge
- Continue to develop our moderation practices both in school (through stage meetings) and with schools in the cluster in order to further develop a shared understanding of standards - possible focus on maths at Cluster Level, especially as part of P7-S1 transition
- 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 - development of Skills Hubs in P4-7
- Implementation of Play Pedagogy into P3
- Increase pupil confidence in discussing their learning/identification of next steps and ensure our profiling processes are consistent and follow the school's Assessment, Moderation and Profiling Calendar
- Consider developing Pupil Passports for all pupils and for transition at all stages

ELCC

- We have a specific focus on literacy and language skills.
- A staff focus on the importance of quality interactions with young children
- Review of Focus Child yearly planner
- Ways to encourage children to talk about their learning and next steps

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

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

(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 relationship policy which is underpinned by the UNCRC. High expectations of behaviour with incidents dealt with promptly and effectively. We have recently "tweaked" our Relationships Policy to ensure that we have a staged and consistent approach to behaviour management
- 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.
- **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 ELC and P7 pupils
- Planning is differentiated and responsive to meet individual needs in **most** 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

- Developing a new positive relationship policy which is underpinned by the UNCRC.
- Robust transition programme in place with enhanced transition for identified children
- Individual transition meetings with new parents to gather information eg SALT and medical concerns
- Our care and support plan system has been reviewed to ensure that we are clear in the impact of supports provided for children
- 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

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 second Eco Flag has been achieved at Clerkhill School and a class teacher released to develop outdoor learning 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. 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.
- **Almost all** staff are nurture trained and use this to support pupils. **Almost all** staff completed the 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 can assess how children were feeling using our SHANARRI pictures. Some children could talk confidently about how they were feeling.
- Daily communication with parents
- Targeted support from SALT and other professionals

- Care Plans are kept updated on a regular basis
- IEPs and Child Plan meetings
- Detailed pastoral notes shared with relevant people

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
- Continue to embed and track the usage of our 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)
- Develop High Level Assessments so children can demonstrate how they can apply their knowledge in new and unfamiliar contexts
- Ensure that the impact of interventions or specific cohorts of children is measured and tracked carefully
- Ensure there is a consistent approach to managing difficult behaviour across the whole school community - all staff to attend Emotion Coaching Twilight Sessions, facilitated by our EPS colleagues
- Introduce a tool for capturing the views of children / linked to the well-being indicators on a bi-annual basis

ELCC

- Ring fence time to share individual profiles with children with a focus on HWB
- Staff to add child's comments to profile.
- Focus on HWB across the session which is evidenced on the Learning Journey wall

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
(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 as well as Health and Wellbeing for identified cohorts of children
- **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 2022 - 2023

Identified gap

£60,480

ATTAINMENT

Data Capture in June 2021 and then in June 2022 showed the following:

Attainment Data - Pupils On Track / Achieving Expected Level (Session 2020 - 2021)				
	Reading	Writing	Listening & Talking	Numeracy
P1	54%	62%	75%	72%
P2	63%	68%	92%	73%
P3	60%	62%	79%	64%
P4	40%	32%	70%	24%
P5	58%	50%	71%	50%
P6	83%	78%	87%	78%
P7	49%	46%	62%	48%
School Average	58%	57%	77%	58%

Attainment Data - Pupils On Track / Achieving Expected Level (Session 2021 - 2022)				
	Reading	Writing	Listening & Talking	Numeracy
P1	67%	71%	76%	75%
P2	68%	59%	84%	76%
P3	67%	61%	88%	70%
P4	63%	50%	67%	57%
P5	52%	41%	68%	43%
P6	67%	49%	74%	55%
P7	84%	73%	84%	84%
School Average	69% (2021 – 2022)	58% (2021 – 2022)	77% (2021 – 2022)	66% (2021 – 2022)

- Attainment (those children on track / at or exceeding expected levels) at school level in all areas either remained the same or improved

Reading - Improved by 11%

Writing - Improved by 1%

Listening and Talking - Remained the same

Numeracy - Improved by 8%

- P1 - Attainment in this current P1 cohort was improved in all areas
- P2 - Attainment for this cohort improved in Reading, L & T and Numeracy but dipped in Writing from their levels at the end of P1

- P3 - Attainment for this cohort improved in Reading but dipped in Writing, L & T and Numeracy from their levels at the end of P2
- P4 - Attainment for this cohort improved in Reading but dipped in Writing, L & T and Numeracy from their levels at the end of P3
- P5 - Attainment for this cohort improved in Reading, Writing & Numeracy but dipped in L & T from their levels at the end of P4
- P6 - Attainment for this cohort improved in Reading, L & T & Numeracy but took a slight dip in writing from their levels at the end of P5
- P7 - Attainment for this cohort improved in Reading & Numeracy but took a dip in Writing & L & T from their levels at the end of P6

Progress throughout session 2021 - 2022

Number, Money and Measure:

Our end of year data shows the following

- improved pedagogy and increased resources/ use of targeted daily programmes is continuing to have a positive impact on attainment and progress. We need to continue and develop this to see a sustained improvement in numeracy
- Our simplified Numeracy progressions are helping teachers to pace the curriculum more appropriately across a school year and has enabled us to revisit key concepts throughout the session
- In school developed resources ensure we have a continual focus on the four operations and children can apply their numeracy skills to more complex word problems on a regular basis
- Many of our identified pupils in receipt of FSM or living in Deciles 1-5 benefitted from targeted intervention in maths
- This intervention should continue in session 2021- 2022 and money used to release DHTs to lead this intervention

Reading:

Our end of year data shows the following

- Accelerated Reading Resource as well as daily programmes (*MyOn / Star Reading etc) are having an impact on Reading Attainment.
- The development of a robust approach to the teaching of technical reading skills as well as the development of higher level reading skills this session has also contributed to the positive impact seen at all stages. This approach should continue next session and will require the purchase of additional reading materials and resources to support it

- Money will be spent to release 1 x DHT from 0.2 of her class teaching commitment to continue to provide intervention and support with this
- An additional full time PSA will be purchased to support the continued roll out of specific reading approaches across school

Writing:

- Attainment in this area has remained almost static and developments in relation to writing are still required across school. This is a school and cluster priority this session

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.

Our Play Pedagogy is strong in P1 & P2 and will now be developed into P3 and beyond next session

ENGAGEMENT

Pupil Engagement in Learning:

Most of our identified pupils show improved engagement in learning this session. Although we still see some evidence of lack of perseverance and resilience, things are improving.

A review of our Vision and Values has taken place and Effort has been identified as one of our new values (agreed after consultation with parents / pupils and staff)

Health and Wellbeing

One of our Core Teachers has been released 1x day per week to engage a group of identified P6 pupils in the John Muir Award. This has led to improved emotional well-being in these learners, development of key social skills and for some, the ability to communicate more freely in a more relaxed outdoor setting. I would like this intervention also to continue with this identified group next session as well as a new cohort of identified P6s.

This will involve the release of a core teacher again 1x day per week

<https://youtu.be/GWwNp4JV6Io> - Our John Muir Award group demonstrating their journey to their "Explore" level award

As part of our Scottish Government COVID Recovery Money we purchased 2 x Pupil Support Workers to support the emotional well-

	being of identified pupils from across our school. This has had a huge impact on many of our families and, in this regard, PEF money will now be used to fund a PSW post for 25 hours per week
Expenditure	See table below
Expected outcomes	<p><u>Intervention 1 – Targeted Approaches to Literacy and Numeracy</u></p> <ul style="list-style-type: none"> • The purchase of a class teacher (0.4) to release DHTs (0.4fte) to oversee and lead targeted interventions for identified pupils in Literacy and Numeracy will enable progress to continue 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 and led by DHTs for both reading and numeracy •
Impact Measurements	<p><u>Intervention 1 – Targeted Approaches to Literacy and Numeracy</u></p> <ul style="list-style-type: none"> • 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 - PT Post to be funded 7 hours per week • Maths Assessments to be used to measure individual pupil progress in maths at identified points throughout each session
	<p><u>Intervention 2</u></p> <p><u>Improvements in Health and Wellbeing / Engagement in Learning</u></p> <ul style="list-style-type: none"> • A core teacher will be released 1x day per week to facilitate a John Muir group for identified individuals in P6 & P7 • We shall see an increased confidence in these pupils and improved social interactions and confidence • A Microsoft Form will be used at the start and end of the intervention to measure impact • Pupil voice will be gathered on a termly basis • A Pupil Support worker will be employed 25 hours per week to support the emotional well-being of identified individuals leading to increased and improved engagement in learning • A Microsoft Form will be used at the start and end of the intervention to measure impact • Pupil voice will be gathered on a termly basis •

	Details, inc Supplier Name	FTE / HRS	Cost 2022 - 2023
Teaching Staff to release DHTs (0.4) / to support Literacy and Maths interventions at all levels Teaching Staff to release core teacher to run John Muir Group	1 x 0.6 fte class teacher to release DHTs (until April 2023)	0.6fte	£21,127
Principal Teacher to track the progress of identified pupils in receipt of FSM / SIMD 1-5	AsL teacher to become Principal Teacher (Point 1 on Salary Scale) until April 2023	0.2fte	£7,302
Pupil Support Worker to support the emotional well-being of identified pupils and their families	From August 2022 – Easter 2023	25 hours per week	£15,755
Additional PSA hours to support Literacy Interventions Additional PSA hours to support John Muir / Outdoor Learning experiences	From August 2022 – Easter 2023	27.5 hours per week	£10,926
Supplementary Reading Books / Resources (Reading Stars)	Browns Books		£3000
Total			£58,110

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 Education Scotland, QIO, parents, pupils and the general community

Action plan 1

<p>National Improvement Framework Priorities</p> <ul style="list-style-type: none">Improvement in attainment, particularly in literacy and numeracy.Closing the attainment gap between the most and least disadvantaged children.Improvement in children and young people's health and wellbeing.Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>HGIOS and ELCC</p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>		<p>AAberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>		
<p>Priority 1a : To continue to improve and embed our approaches to reading (VIPERS) and spelling (Rocket Phonics) across the whole school, and in turn, continue to raise attainment in these areas (Year2)</p> <p>Priority 1b: To raise attainment and improved standards in writing across school</p>		<p>Data/evidence informing priority: QA class obs, Engagement with pupil groups using HGIOS 4, Pupil surveys completed</p>			
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress	
				On Track	
				Behind Schedule	
				Not Achieved	
<p>Priority 1a : To continue to improve and embed our approaches to reading (VIPERS) and spelling (Rocket Phonics) across the whole school, and in turn, continue to raise attainment in these areas (Year2)</p> <p>Pupil and staff survey to be undertaken which will inform improvement</p> <p>New staff (PSAs and teachers), trained in the use of Vipers and Spelling Approaches</p>	<p>Elaine Macintosh</p> <p>Elaine Macintosh</p>	<p>Term 1</p> <p>INSET (22.08.2022)</p>	<p>Survey results considered and improvements made as appropriate</p> <p>Staff will have increased confidence to teach / support pupils</p>		

Current staff (PSAs and teachers) to have the opportunity to engage in further spelling and Vipers training	Elaine Macintosh	Term 1 CAT Session	PSAs will be able to support pupils effectively	
P2-7 Parents invited to attend workshop on Reading and Spelling approaches.	Elaine Macintosh	Term 1 (15.09.2022)	Parents will have a clearer understanding of approaches being used in school and how best to support their children at home	
P1 Parents invited to attend a literacy workshop led by P1 staff	Linda Stephen / P1 teachers	Term 1 (14.09.2022)		
New Stage 4,5 and 6 programme started, which follows the same learning and teaching structure as the Rocket Phonics programme.	Elaine Macintosh	Term 1	To ensure all children are continuing to learn using the same approach from P1-6.	
Staff to be supported to set up spelling groups and organise teaching inputs	DHTs	Term 1 and throughout session	Classrooms will be organised and spelling inputs delivered efficiently	
All classrooms to ensure Alphabetic Code is displayed in a prominent position in classrooms (there should be clear progression across school)	Class teachers	Term 1	Pupils will have confidence to refer to and use displays to support their learning	
All P3-7 classrooms to have VIPERs on display in a prominent position	Class teachers	Term 1	Reading skills will be taught explicitly and pupils able to talk about the skills they are developing	
All class teachers to identify reading focus through long term and medium term plans. Details to be shared with SLT at Planning Meetings	Class teachers	Term 1	Teachers will ensure all skills are taught in a planned progressive manner throughout the session	
Twice weekly VIPERS sessions to take place in all P3-7 classes	Class teachers	Throughout session	Pupils will develop and be able to effectively use a range of reading strategies	
Decodable / updated readers to be purchased and distributed for use	DHTs	Term 1 / As funds are available	Reading attainment will improve across all stages of school	
Additional novels to be purchased for use for P5-7 pupils	DHTs	Term 1/ As funds are available	Pupils will have greater enjoyment when reading (gathered through pupil survey)	
Teachers to watch videos / attend webinars as available, to enhance their practice in the teaching of reading and spelling	Class teachers (details of webinars / videos shared by DHTs – LS/EM)	Throughout session		

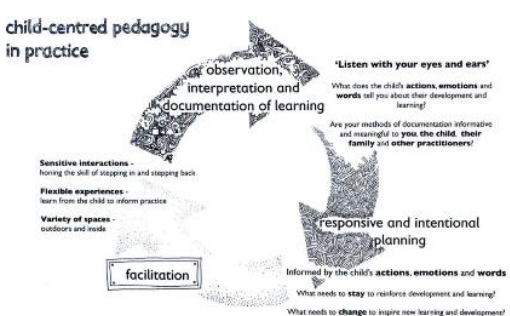
Classroom observations / pupil focus groups undertaken with a focus on spelling	SLT	November 2022	A consistent approach to the delivery of spelling will be evident across school
Jotter sampling	SLT	October 2022	There will be evidence of a robust delivery of spelling across school
AsL staff to continue to provide support for pupils using Rocket Phonic approach	AsL team in liaison with class teachers	Throughout session	Pupils in need of support will be supported in a way which supplements their learning in class and does not cause additional confusion
Where required, Individual pupil profiles to be completed which identify the nature of spelling difficulties	AsL team / Class teachers	Throughout session	Support will be targeted appropriately for specific individuals
Rocket Phonics – Next Steps will be introduced to our Primary 4 pupils and then rolled down to Primary 3. This is very similar to the current Rocket Phonics programme but also focuses on different codes used for the same sound to ensure codes are being embedded.	Elaine Macintosh	January 2023	This will help to embed the codes used to represent different sounds. Our new reading books will also help to consolidate this learning.
Priority 1b: To raise attainment and improved standards in writing across school (This will be a 2 year Improvement Plan)			
Year 1			
DHT to visit another school to hear about their approach to writing and assessment.	Elaine Macintosh	Term 1	
Pupil Council to survey P3-7 pupils on writing to gather views on what they enjoy/dislike about current writing lessons and what changes they would like to see to make writing more enjoyable. Shared with staff at November INSET	Pupil Council ALM	October 2022	Pupil Voice will shape changes made to writing across the school
Survey staff to gather views on current approach to writing. This will provide information on how often children are writing, how long the planning process takes, teaching approaches used and genres being covered. Ask staff what would help them when teaching writing.	All staff	November 2022	
Decide on non-negotiables that can be put in place immediately to begin helping with the quality of writing being produced e.g. one written piece per week, no worksheets for topic work, general Success Criteria for all written tasks (by levels)	EM / All staff	Term2 CAT Sessions	
Moderation Cycle – teachers to go back to the Moderation Cycle when planning writing lessons to ensure this is ongoing before, during and after the planning of learning, teaching and assessment	EM / All staff	Term2 / Term 3 CAT Sessions	Feedback will be link to Success Criteria and time will be given for pupils to reflect on feedback. This will then feed into the planning

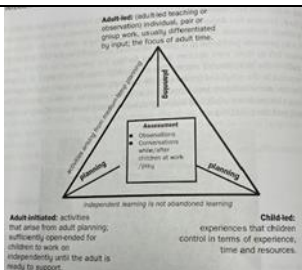
Consider that the teaching of writing will look different at each level – Early, First and Second. Think about which genres are necessary at each stage.	All staff / EM		process for subsequent writing focus' Writing focus' will be more relevant and enjoyable leading to better quality writing	
To engage children in writing, staff need to ensure writing topics are relevant and interesting for children.	Class teachers	Immediate and ongoing	Children will be more engaged and enthused to write at length	
Provide more opportunities for writing, including writing across the curriculum. All children should produce one extended piece of writing per week.	Class teachers		More regular opportunities for writing will begin to raise the quality of writing	
Agree on how often writing should be edited and how this will look.	Teaching staff	Term 2 CAT Sessions		
Link key skills taught in punctuation and grammar lessons to writing lessons to allow children the opportunity to apply these skills.	Teaching staff	Term 2 onwards	Approaches to the teaching of writing will be clearer, simplified and engaging across the school	
Think about standardise Success Criteria for different writing genres to ensure all teachers have the same expectations.	Teaching staff	Various CAT Sessions in Term 3	Children will develop their skills of writing and, in turn, improvements will be seen	
Reduce planning time and create more time for writing.	Teaching staff	Ongoing		
Think about Talk 4 Writing to be considered as an approach to teaching writing	EM	Term 3	Consistent approach implemented across school	
DHT to research Talk 4 Writing and complete training videos using 'Creating Storyteller and Writer' by Pie Corbett and Julia Strong - this will be shared with staff on INSET Day	EM	February INSET / Term 3 CAT Sessions		
Year 2				
Introduce writing profiles to show progression in writing.	Teaching Staff	Term 1 Session 2023 - 2024	Assessments will be aligned to benchmarks and be undertaken to validate teacher judgements	
New assessment grids to be developed and introduced.	Identified teaching staff	Term1 & 2 Session 2023 – 2024		
Class Teachers to work collegiately to create holistic writing assessments which are engaging and at the correct level for their stage.	All staff	Term 1 & 2 Session 2023 - 2024		
Classroom observations focussing on Writing	SLT	Term 1 Session		

		2023 – 2024 /November INSET 2023		
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Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none">Improvement in attainment, particularly in literacy and numeracy.Closing the attainment gap between the most and least disadvantaged children.Improvement in children and young people's health and wellbeing.Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>		<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>		
<p>Priority 2 : To develop our Play approaches in P1 & 2 and develop these into P3; to develop skills hub and enquiry based learning in P4-7</p>		<p>Data/evidence informing priority: Tracking meetings, assessments, teachers' professional judgements</p>			
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p>	
				<p>On Track</p>	
				<p>Behind Schedule</p>	
				<p>Not Achieved</p>	

<p>Throughout the session, staff to engage in recommended professional reading about Play Approaches. Extracts from the following publications will be used:</p> <p>“Interacting or Interfering: Improving interactions in the early years” – Julie Fisher “Moving on to Key Stage 1: Improving Transition into Primary School” – Julie Fisher “Starting From the Child: Teaching and Learning in the Foundation Stage” – Julie Fisher “Can I Go and Play Now” – Greg Bottrill “School and the Magic of Children” – Greg Bottrill “Early Education Practice” – Tina Bruce “Planning in the Moment With Young Children” – Anna Ephgrave “Effective Transition into Year One” – Alistair Bryce-Clegg “Play is the Way” – Upstart Scotland Following key practitioners on Twitter – Leana Sweaton, Catriona Gill, Lynn Taylor</p> <p>https://scottisheducatorsconnect.com/play-based-learning-in-the-primary-school/</p> <p>Collegiate time in Term 1 set aside for CLPL / Professional Reading</p> <p><u>Continuing development of Play Approaches in P1 & 2 (Year 4) ref: Realising the Ambition</u></p> <p>Primary One Focus:</p>  <ul style="list-style-type: none"> Continuing to value children’s contributions to their own learning and offering opportunities for children to take ownership of their learning Taking time to observe the child’s learning through play in order to deepen or extend their learning. Embedding the skill of stepping back and noticing what the children are involved in. Reflecting on the key learning to help facilitate a provocation or response to allow the child to further pursue their own thinking. Time for staff to capture what the child’s thinking prior to interacting with them and then developing a plan for building or extending the child’s thinking. Supporting high quality interactions. Developing the right balance between child-initiated, adult initiated and adult-directed experiences. 	<p>Teaching staff / PSAs</p> <p>L Stephen / P1 & 2 Class teachers</p>	<p>Through out session</p> <p>Term 1 onwards</p>	<p>Training and knowledge of child development, and understanding of how to support children’s Learning through continuous professional development.</p> <p>Staff will have a clearer understanding of the rationale behind Play Pedagogy and it’s importance</p> <p>Staff will have a clearer understanding of how to create an environment which develops and inspires curiosity and creativity</p> <p>Learning is effectively documented on the wall.</p> <p>Through the sharing of practice / visiting colleague’s rooms, staff will develop their ideas for development of learning spaces</p> <p>Staff will develop their understanding of the Pedagogy of Play and what this may look like in their class.</p> <p>Regular planning discussions between teachers and with children themselves will help to improve continuity of experience and learning.</p>	
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ref: Julie Fisher

Primary Two focus: The environment as the 'third educator'



- Continuing to value children's contributions to their own learning and offering opportunities for children to take ownership of their learning
- Creating a learning environment rich in **opportunities** for children to engage with concepts and foster **skills for learning**, such as reasoning, creativity and problem solving.
- Providing **meaningful and rich contexts** for children to develop a wide range of skills such as early literacy and numeracy.
- A **responsive** and **intentional** learning environment where children will find interesting things to do that match their current needs.
- Following a **child's interests** and motivations so we are almost always be on the right "level".
- The choice of experiences reflecting an environment of **open-ended possibilities** in which children are motivated to **explore and investigate** through play.

Rollout of Play / Enquiry / Skills Based Learning in P3-7 (Year 1)

All staff to visit P1 & P2 classrooms to observe learning environments and observe P1 & P2 staff and pupils and their approach to learning in the early years

Staff collegiate session which gives an introduction to Playful Pedagogy as a way of integrating children's play experiences with curricular learning.

P1 & P2 staff to share their play journey

Early Level PT post created to lead play developments in P1 & 2 and work to develop a plan in regard to transition into P3 and beyond

P3-7 class teachers

All staff (L Stephen & P1 & 2 Staff to lead)

N Buchan

Term 1 - 31.8.2022

November INSET

Ongoing from Term 1 onwards

Staff will consider the learning environment both outside and in, to support children's learning.

Opportunities to learn from each other.

Through the sharing of practice / visiting colleague's rooms, staff will develop their ideas for development of learning spaces

P3 staff will be supported to develop classrooms effectively and transition will be more seamless from P2- P3 and P3-P4

P3-7 staff to share their understanding and questions in regard to Play Approaches / Skills Based / Enquiry Practice	L Stephen P3-7 staff	CAT Session (Term 2)	Staff will continue to develop their understanding of play approaches and begin to see how this can be implemented in their classroom	
P3-7 staff to work in small groups to plan learning spaces / classroom spaces and list desired resources	P3-7 staff	CAT Session (Term 2) and one day of Feb INSET		
Pupil Council to participate in design of learning areas in breakout areas and list desired resources	HT Pupil Council	Term 2	Pupil Voice will be evident in the development of skills areas.	
Staff to receive input on coding / the use of specific school robots	Claire Stephens	Nov INSET (Thurs)	Staff will develop their knowledge and understanding of coding.	
Staff to agree an approach / identified process / timetable for access to Skills Areas once resources are in place	Class teachers	Feb INSET	The balance of our curriculum will be more balanced over the course of a week/term/ year.	
Purchase of resources (partially funded by Parent Council)	Pupils Class Teachers	Term 3	Resources will facilitate the delivery of practical learning activities.	
Training session on Skills Development/ Career Standards and staff to engage with the I Can Statements therein.	Class Teachers / ALM	Term 3 - Feb INSET		
Staff to set up classrooms/ Skills areas in partnership with pupils in their class / Pupil Council	Class teachers / Pupils	Term 3 onwards		
Pupils to document their learning as part of classroom skills wall / wow wall / profiling	All staff	Term 3/Term 4	Pupils will identify the skills they are developing during their time in Skills Hubs.	
Parents invited in to see new learning areas / selected pupils to prepare a presentation for parents	Parents Pupils	Term 4	Learning will be evidenced effectively and pupils will identify skills developed.	
			Parents will have an increased	

			understanding of Play/ Skills approaches.	
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Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>
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Performance Information				
<p>Priority 3a : To continue to develop parental engagement in learning / pupil profiling</p> <p>Priority 3b: To ensure our pupils have a clear voice in the development of their learning and learning journey / school decisions</p> <p>Priority 3c: To ensure that our assessment procedures encompass both summative and format assessments through the development of high level assessments</p>	Data/evidence informing priority:			
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p>Priority 3a : To continue to develop parental engagement in learning / pupil profiling</p> <p>P2-7 Literacy & Numeracy Workshops</p> <p>P1 Literacy and Numeracy Workshops</p> <p>P2-7 Open Afternoon (After parental feedback we are offering two sessions to accommodate parents who cannot attend during the school day – Session 1: 2:00- 2:45; Session 2: 3:15 – 4:00)</p> <p>Small group of interested parents to work alongside SLT on a variety of working groups: Updating of Reporting Template Development of Walking bus</p>	<p>Elaine Macintosh</p> <p>P1 Class Teachers / L Stephen</p> <p>P2-7 Class Teachers</p> <p>Parent Council members of other interested parents / Linda Willox</p>	<p>Term 1 (15.09.2022) & Term 2 (TBC)</p> <p>Term 1 (14.09.2022 & 29.09.2022)</p> <p>15.09.2022</p> <p>Term 2 / Term 3</p>	<p>Parents will be able to support their children with any spelling, reading or maths homework set, more effectively.</p> <p>Parents will have a deeper understanding of how spelling / reading and maths are taught in Clerkhill School at all levels</p> <p>Parents views will help to implement changes to reporting template</p>	

<p>Parent Views will be sought at various points throughout the session</p> <p>Exit cards will be provided at Open Afternoons / Parent Evenings etc</p> <p>Teachers will provide an overview of learning on a termly basis</p> <p>HT will provide an update on school events on a monthly basis</p> <p><u>Profiling</u> Training session on the importance of Profiling to be delivered to all staff</p> <p>Examples of effective profiles shared by other schools (SIS Trio or other colleagues)</p> <p>Staff will agree and develop a method of profiling which is manageable and shared at agreed points with parents</p> <p>Pupils will identify pieces of work to share with parents as part of their profile and be able to identify the skills they have developed and the targets they have achieved</p> <p>Priority 3b: To ensure our pupils have a clear voice in the development of their learning and learning journey / school decisions</p> <p>See above re profiling</p> <p>Pupil Council Meeting to be organised each fortnight. Pupil Council to give update at P3-7 assemblies</p>	Linda Willox	Termly	Parental Voice will help to shape self evaluation and inform school improvement	
	Linda Willox	September October February March July		
	Class teachers	Termly	Parents will have an understanding of the learning taking place in their child's class / the school in general, each term	
	HT	Monthly		
	HT / Authority personnel	Term 3 Collegiate Session / Feb INSET	Staff will appreciate the importance of profiling and endeavour to ensure it is undertaken regularly as part of their classroom routines	
	HT / Other HTs	Term 3		
	L Willox / Class teachers	Term 3 (Feb INSET)	Profiling will become an integral part of each classroom routine and learning and success shared with parents regularly	
	Pupils Class teachers	From Term 3 onwards	Pupils will become proficient in identifying their learning and have ownership of their learning journey / profiles	
	HT P7 Pupil Council Reps HT	Fortnightly	Pupils will have a clear voice in the school's improvement journey Pupils will feel ownership of the	

<p>Pupil Council to be updated on school developments at each meeting</p> <p>Class teachers to ensure that pupils are fully involved in the direction of their learning</p> <p>Pupils to target set and evaluate progress in Numeracy and Literacy – this progress should be shared with parents through profiles</p> <p>Teachers should endeavour to have pupils contribute to a learning wall / wow work wall, displaying the learning journey in each classroom – this should reference skills developed</p> <p>Pupils should be given the opportunity to contribute to school / class recognition boards</p> <p>Priority 3c: To ensure that our assessment procedures encompass both summative and formative assessments through the development of high level assessments</p>	Pupils Class teachers	Ongoing	learning process and be able to speak clearly about what they have learned and what their next steps in learning are	
	Class teachers Pupils	Ongoing		
	Class teachers Pupils	Ongoing from Term 1	Pupils will be able to identify their progress and the skills they are developing	
	Class teachers Pupils	Ongoing from Term 2	There will be an ethos of celebration / encouragement and recognition at Clerkhill School	

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved

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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 - £7,000

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).
- Our Science Club scooped the top prize at both the local and regional competitions this session
- We were awarded our second Green Flag Award

A group of P6s gained their "Explore" Level John Muir Award and will work towards the "Discover" Level in P7 <https://youtu.be/GWwNp4JV6lo>

- Our school was awarded £100 from Buchan in Bloom for coming runners up in the competition

Wider Community Links

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