



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

Strathburn School

LAST UPDATED: 23 October 2017

Aberdeenshire Council Education and Children's Services

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

Introduction: local and national context

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

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

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

National Improvement Framework Priorities:

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

National Improvement Framework Drivers:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

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

NIF- www.gov.scot/Resource/0049/00491758.pdf

HGIOS?4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

1. Context of the School

- Values and vision of the school

At Strathburn School the staff have a shared vision: Working together to nurture every child towards reaching their individual potential and enabling them to have the skills and confidence to fully participate in their communities, and the wider world, effectively.

The values that we have are in line with Curriculum for Excellence. We want all of our pupils to be kind, responsible, resilient and independent young people. We aim to create a positive, respectful and engaging environment for all members of our school community.

- We want all of our pupils to develop the skills and and confidence to embrace the world in which we live and become:
 - Responsible Citizens**
 - Encouraging an understanding of our roles, rights and responsibilities within our community and the wider world
 - Providing opportunities to make informed and responsible choices and decisions, respecting the beliefs and values of others
 - Effective Contributors**
 - Promoting confidence in our young people to enable them to communicate their ideas and opinions in a variety of settings
 - Providing opportunities for our children to engage with others, using their initiative to create and develop ideas collaboratively with others
 - Successful Learners**
 - Providing quality learning experiences which inspire and motivate our young people to become successful learners
 - Encouraging all to reach their full potential through stimulating and independent learning
 - Confident Individuals**
 - Providing a safe, secure and supportive environment where children feel confident to tackle new challenge
 - Encouraging pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem and wellbeing
- Ethos, community links and partnerships

At Strathburn we aim to have a purposeful ethos where pupils can explain and understand their learning through having clear learning intentions and success criteria. We encourage everyone to have a growth mind set and realise that the greatest learning comes through having to overcome challenges and problems and applying knowledge to a variety of contexts.

We work in partnership with a wide variety of others to ensure that all pupils achieve of their best including speech and language professionals, educational psychology, social work, medical professionals and the police. Reflecting the national GIRFEC (Getting it Right for Every Child) policy we aim to ensure that all pupils are well looked after and that any barriers to their learning are minimised as far as possible with the correct support. As part of this we ensure that all children are aware of their Rights through looking at United

Nations Rights of the Child and also through whole school work on the SHANARRI wheel(Safe, healthy, active, nurtured, achieving, responsible, respected and included), which informs them about wellbeing indicators in an age and stage appropriate way.

Through our work we are also keen to engage with the community through ensuring that themes are related to the locality and therefore enabling classes to invite visitors or go out to locations.

- SIMD profile

Analysis of the SIMD data shows that no child at Strathburn Primary School lives in an area of deprivation (deciles 1 and 2); the majority of children are in decile 10. Although Strathburn Primary School does not have any children who are classed as living in an area of deprivation, we know that we must continue to provide equity for all pupils.

- Detail and allocation of PEF

The school received £28, 800 in Pupil Equity Funding. This has been primarily allocated to the development of literacy and numeracy skills and this will be supported through having a PSA to support P1 with basic skills development. We are also including Numicon resources, and literacy resources which will support the implementation of the Northern Alliance strategies. Our intention is also to develop our outdoor learning area through creating areas in which the pupils can develop skills and showcase knowledge such as the school garden and also through number squares, games, etc which utilise the outside space.

Overall strengths of the school

High quality, active learning experiences

At Strathburn School, children behave well and work hard. Visitors to the school frequently comment on the positive behaviour of our pupils. Almost all children are engaged and enthusiastic in lessons and respond well to the wide range of activities and learning experiences on offer.

High levels of performance

Children are making very strong progress in their learning across all curricular areas and this is reflected in the fact that the majority are achieving at the expected levels as they progress through the school. This is verified by epips and incas data and also through professional judgement.

The inclusive and nurturing ethos

Supportive, nurturing relationships characterise the school and children benefit from high quality care and support. All staff are interested in the children's welfare and progress and work together as a team to ensure collective support and knowledge. Children are patient, caring and very good at

including one another, reflecting the nurturing approach of all adults in the school. The school has a very inclusive culture. It is clearly understood that it is everyone's right to feel safe, valued and included with a key focus being on kindness.

The quality of support provided

Staff know children very well and work closely with parents to ensure that they are aware of any circumstances which might affect children or their learning. Staff track children's learning carefully across all areas of the curriculum, constantly assessing whether children are making progress and provide appropriate support and challenge as required through the staged intervention process. Support staff are effectively deployed and work closely as part of the core staff team to ensure the needs of all children are being met.

The engagement of all staff, pupils and partners in improving the school.

Staff, pupils and parents at Strathburn school demonstrate a commitment to continual improvement. Staff are highly motivated and committed to CLPL to enhance their own practice and maximise impact for learners. They take on new initiatives and engage effectively with relevant documentation. They are keen to develop the school and ensure that it is the best place that it can be for all of the pupils that attend. Pupils are invited to offer opinions and information to inform school improvements. They are given the opportunity to reflect on the school and be involved in discussions about changes and improvements. Parental engagement sessions, surveys, requests for input enable parents to contribute to improving the school.

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

Relevant NIF priority: All

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

Overview:

(narrative across this theme and various QI's)

- All staff engage in regular evaluation of progress and the identification of future priorities.
- Staff have worked together to evaluate our curriculum design and highlight development needs.
- The school's Quality Assurance calendar ensures there is focused attention on monitoring and evaluating learning and teaching.
- As a response to self-evaluation, we are promoting responsibility and high expectations for all and a growth mindset amongst learners, staff and parents.
- As a school we ensure that we ensure that self-evaluation looks both inwards and outwards giving consideration to both the local and national agenda.
- There is an ethos of Leadership at all levels in existence across the school.
- There is an ethos of collegiality across the school with staff working together to develop skills and share expertise.
- School improvement is shaped by regularly gaining and acting upon views of parents, pupils and staff – homework, reporting.
- All collegiate activities are based upon working towards the outcomes on the school's improvement plan and provide a focus for regular reflection and discussion on progress made.
- Staff and pupils are responsible for driving school improvement on a sustainability basis.
- A QA Programme is in place with staff given regular feedback on the work they do.
- Teachers have engaged in CLPL sessions related to 1+2 and Visible Learning.
- The school is involved in developing cross cluster CLPL & moderation sessions to support a shared understanding of standards – for example, in literacy, numeracy and social sciences.
- There are opportunities for leadership across the school community with staff, learners and parents taking the lead in a range of projects and initiatives.
- In order to ensure continuous improvement all teaching staff and PSAs engage in yearly reviews through Professional Review and Development or corporate Appraisal as appropriate. Teaching staff reviews are conducted in line with the Standard for Registration giving staff the opportunity to engage in clear, focused self-evaluation leading to clear targets for development over the coming session.
- Teaching staff have created working groups to take forward School Improvement Priorities in STEM, Communication for All, Learning for Sustainability, I Bike, the Northern Alliance and Play Based Learning.
- The School Improvement plan is created following an audit involving staff. All priorities for further, future development have a direct link to improving attainment and achievement in the school.
- Our tracking of attainment through PIPs/INCAS and Curriculum for Excellence allows us to evaluate work carried out and identify priorities for future development

- Almost all children are being encouraged to talk about their strengths, progress and next steps and pupils are actively involved in their learning. Throughout the school, the use of floor books to capture and respond to children's interests and involve them in the planning process, has been introduced
- Pupils are being encouraged to take on leadership roles through House and Vice Captains, Pupils Council, JRSO, Eco-committee, Rights Respecting Schools and Fundraising groups.

Key strengths:

- The promotion of all staff as leaders through working parties and ensuring that pupils and staff have the opportunity to develop areas of responsibility.
- The effectiveness of professional learning programmes that support all staff and increase outcomes for learners.
- Staff developing using attainment data to inform planning and target support.

Identified priorities for improvement:

- Develop clear vision, values and aims
- Further develop staff confidence in using a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge.
- Monitor our tracking of wider achievement and the impact it is having on individual learners.
- Increase staff awareness of the importance of self-evaluation, through the use of HGIOS 4 and NIF in the school improvement agenda
- Increase focus on using standardised assessment analysis to inform pace of planning and make improvements to learning and teaching which impact upon children's attainment.
- Upskilling staff on interrogation of assessment results to inform planning of targeted support.
- Continue to explore ways of involving pupils and parents in self-evaluation.
- Self-evaluation and learning visits to be developed further both in school and with another school partner
- All stakeholders to be involved in creating a motto and developing values that summarise our school ethos.

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

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. Increasing knowledge of HGIOS 4 and ensuring that all can contribute to the school improvement plan:</p> <ul style="list-style-type: none"> • SMT and staff - Set clear targets as part of learning visits and use these as focus for the following learning visits (and peer monitoring). • SMT and staff - Broad audit using HGIOS 4. • SMT and staff - Use of self-evaluation features throughout planning. 	<p>Increased familiarity with HGIOS 4 and therefore ability to implement best practice strategies. Improvement on practice reflects identified need from evaluation and reflection. Improved teaching and learning, ethos and school community</p>	<p>By June 2018 all learners, staff and parents will be engaged in aspects of school improvement-planning All class teachers to engage learners in regular evaluation activities focusing on their own learning</p>
<p>2. Clear vision, values and aims to be developed in conjunction with staff, pupils and parents by June 2018</p>	<p>Will ensure that there is a shared understanding of the school ethos and priorities for our learners thus creating consistency across the school</p>	<p>Familiarity with the vision, values and aims which will be displayed throughout the school and run through our policies and guidelines</p>
<p>3. Continued opportunities for CLPL programmes to develop staff and learners capacity for leadership. Ensuring that staff have leadership opportunities and are familiar with responsibilities in line with GTCS requirements. Professional enquiry to be developed through Visible Learning in conjunction with educational psychology. The linking of GTCS standards with collegiate meetings. Annual PDR.</p>	<p>Staff will develop skills and knowledge and be able to utilise this in the classroom. Staff should have a more thorough knowledge of the GTCS requirements. Staff will have a fuller understanding of professional enquiry and be able to use this to improve and develop their teaching styles and approaches.</p>	<p>Clear areas of staff leadership and expertise being shared and ensuring that all pupils benefit from the specific knowledge that certain staff members will have. Staff able to identify specific development areas.</p>
<p>4. Increased parental involvement through parental engagement groups, surveys, you said we did so that everyone is involved in school improvement.</p>	<p>More involvement should lead to improvements which are reflective of the whole school community.</p>	<p>Able to identify areas which staff, parents and pupils have contributed to.</p>

Evidence of progress/ comments/ identified next steps:

Date:

Date:

Date:

Evaluation of QI 1.3 - Leadership Of Change:

Sources of evidence/evaluation activities undertaken:

- HGIOS 4 evaluation at February In-service day involving teaching staff
- Keep/stop/start sheets completed by all staff
- Homework and Reporting surveys completed by parents

Overall evaluation of level of quality:

(brief description)

- The selection of school improvement priorities is made taking in to account the local capacity to accommodate change
- All staff are involved in regular evaluation of the school improvement plan through open dialogue. Leadership roles are taken by colleagues at all levels.
- Collegiate meetings link with the SIP progress. This helps with continual identification of strengths and areas of development. The information generated at these sessions is used to create a clear rational for future improvements. More focus on the HGIOS 4 challenge questions relating to leadership QI's will be encouraged next session.
- Staff have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues, pupils and parents. Developing a more robust understanding of assessment data would further support this work.
- Staff views and ideas are sought when developing our School Improvement Plan, choosing appropriate approaches to effectively facilitate change.
- All staff are committed to CPL and continually reflect on and develop practice to ensure best possible outcome for all learners.
- Overall , the changes pursued by the school are having a positive impact on young people
- A programme to involve more parents in dialogue and feedback is being developed
- Pupils are given the opportunity to give feedback through the Pupil Council

Level of quality for this QI: 3

(HGIOS?4 1-6 scale)

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

Relevant NIF priority: All

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

Overview:

(narrative across this theme and various QI's)

- All staff show commitment to the development and wellbeing of learners as individuals.
- Children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies.
- Staff have familiarised themselves with literature to support their understanding of the key principles underpinning effective teaching and learning and are using this knowledge to improve their practise.
- Aberdeenshire Frameworks and benchmarks have been introduced and used to inform planning and identify next steps in learning, thus ensuring progression for all our young learners. There is however an identified need to further revise and redesign aspects of the curriculum.
- Transitions are mainly well-supported but curriculum transition from nursery to P1 is still being developed.
- Children are becoming more responsible at making decisions regarding their learning and there are more opportunities for children be independent learners.
- Positive engagement with parents encourages them to take an interest in their child's learning.
- ICT is used widely across the curriculum to support teaching and learning experiences and as part of homework.
- Aberdeenshire tracking formats are in place and staff are becoming more confident in making judgements about children's progress within a level
- Teachers track children's achievement carefully.
- They use group work and personalised tasks to give children appropriate support or challenge
- There is appropriate planning in place which ensures personalisation and adaptation as required

Key strengths:

- The very positive relationships in the school.
- The high quality of personalised support based on application of clear information about learners and their needs.
- The dedication of staff and the commitment to ensure that all of our learners have learning opportunities so that they can achieve success

Identified priorities for improvement:

- Continuing to develop our profiling and reporting systems to ensure that they are accessible and meaningful for parents, pupils and staff
- Ensuring that clear assessment points are incorporated into the planning and that raising attainment in literacy and numeracy remains at the centre of our curriculum
- Involving pupils at all stages of their learning from the planning through to the assessment stages so that they are clear on the purpose and outcome of their learning journey
- Continuing to embed the use of Growth Mindsets and Visible Learning throughout the school
- Continuing to develop strategies in line with Solo Taxonomy

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

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. Ensure that there is clear progressive planning for all areas which utilises the Aberdeenshire frameworks and benchmarks. Try to incorporate DYW into planning throughout the year – enterprise, transitions, people who help us, etc. Reviewed through termly reviews of planning.</p>	<p>Clear consistent progression throughout the levels Pupils able to see the purpose in their learning and develop an awareness of the world that they are preparing for</p>	<p>Evidence in planning folders and through work and activities completed by pupils Pupils able to relate their learning to themselves and the outside world.</p>
<p>2. Embed Growth Mind sets through SLT assemblies in term 1 and 2, and through class work. Every class should have a learning pit displayed by the end of the first month of term. Visible learning should be supported through class activities. Lessons will be supported through clear learning intentions and success criteria. This will be developed through the characteristics of learning from January 2018.</p>	<p>Pupils will have a positive approach to their learning and the development of strategies to use when they are finding something challenging. All pupils should feel that they can achieve. Visible learning strategies will ensure that everyone is engaged with the learning process and understands the steps that they need to be successful.</p>	<p>Attitudes and approaches to activities. Discussions with pupils and staff about the learning activities.</p>
<p>3. To continue to develop literacy and numeracy strategies. Numeracy – embed use of benchmarks, Number Talks and making it more strategy based. Literacy – ensuring that there is clear progression</p>	<p>Pupils will be more confident in approaching a variety of contexts and the transference of knowledge and skills. Staff will have more confidence in the progression of their pupils and the consistency of approach.</p>	<p>Progress will be reflected in the SNSA and Incas assessments along with professional judgement. This will be evidenced June/July 2018</p>

throughout the school that can be tracked. Evaluate June 2018		
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Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

Evaluation of QI 2.3 - Learning, Teaching and Assessment:

Sources of evidence/evaluation activities undertaken:

- HGIOS 4 evaluations
- Learning conversations with pupils
- Pupil work and activities
- Assessment results
- Pupil floor books, wall displays.
- Feedback sheets from student teachers

Overall evaluation of level of quality:

(brief description)

- The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.
- Learners' achievements in and out of school are recognised on a Friday and displayed.
- Learners play an active role in the school through the Friday groups and the additional responsibilities that P7 pupils have. This could be enhanced further by encouraging pupils to take more responsibility for their own learning and providing greater opportunities for the application of skills across the curriculum and beyond.
- Staff continue to share learning intentions and success criteria with children but could enhance this further by involving pupils more in the planning and evaluation of these.
- Teachers track children's achievement carefully across all curricular areas, constantly assessing whether children are making progress and provide appropriate support and challenge. Standardised data is being used to target support and staff are becoming more confident in using this to support professional judgement. Greater consistency is needed in use of data to confirm next steps in learning.
- Forward planning continues to be updated in an attempt to tackle bureaucracy and reflect the benchmarks identified in Aberdeenshire's Progression Frameworks. This requires further review and development.

- Developing Number Sense training has been attended by 4 members of staff and this needs to be embedded to promote understanding and confidence in numeracy.

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

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

Relevant NIF priority: All

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

Overview:

(narrative across this theme and various QI's)

- Whole school focus on developing everyone's awareness of SHANARRI and the UN Rights of the Child
- Pupils in the school described it as a safe place to be

- Staff work hard to develop strategies to support children who face barriers to their learning.
- There is consistent communication with parents – newsletters, blog, bulletins, open afternoons, etc
- The school is applying its PEF to support equity of outcome for learners are struggling with literacy and numeracy basic skills
- All staff are up to date and confident in GIRFEC and Child Protection procedures and show commitment to the welfare of the children.
- Children are enthusiastic and engaged learners. Active learning opportunities are used alongside other methods to motivate and challenge pupils.
- Standardised data is being used to track progress and identify areas requiring targetted support.
- The school is adopting a dyslexia and autism friendly approach, and strategies to support are being used across the school. Most PSA staff being trained in Makaton
- Support levels are carefully monitored and staff are allocated accordingly
- Pupils are additionally supported by differentiation, adaptation of the curriculum, PSA support, teacher support.
- The whole school are working around the principal of being an inclusive school.
- Respect is one of our school mainstay rules
- All staff regularly engage in professional training related to the rights, wellbeing and inclusion of all children – child protection, equality and diversity, RRS
- Children are aware of RRS and the Children’s Convention are explore issues around this through using resources such as the Launch Pad, RRS
- Circle time, Bounce Back and other sessions are used in classes to discuss issues related to health and wellbeing so that pupils have the time and space to discuss any concerns
- All pupils who access the enhanced provision are included within their mainstream class and given consideration when activities are planned
- Pupils can access the Snoezelen as is necessary
- P7 pupils buddy younger pupils in the playground and also provide support through their SPS responsibilities and through Lunch Bunch
- Teachers ensure that they devise a curriculum which is differentiated and appropriate for all learners in their classes
- All pupils have identified success criteria
- We used the Girfec indicators to get feedback from parents about their child in school – responsibility and achievement were identified as areas for progress
- We have undertaken an enhanced provision review and had an external review by CALM

Key strengths:

- Almost all young people are attaining the appropriate levels and a few have exceeded these
- Clear supports and strategies are in place for pupils with additional support needs.

- The wellbeing and contribution being made by all members of the school community.

Identified priorities for improvement:

- Ensuring that there is consistent equity and equality for all of our pupils
- The development of digital technologies
- Ensuring that policies and procedures are reviewed and amended in line with Aberdeenshire policies and national guidance and that this is shared with all staff
- There is a need to continue to look at how life skills can be developed and applied across the curriculum and beyond the formal classroom
- Ensuring that pupil voice is included in MAAPM and single agency meetings
- Ensuring that the use of the Dyslexia toolkit is embedded throughout the school
- Continuing to ensure that professional consultations are used effectively to develop and enhance teacher practise.

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

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. Raising attainment through the effective use of attainment data and the use of PEF to be directed to ensure that pupils are best supported to improve their attainment. Pupils achievements need to be shared with parents through profiling.</p>	<p>- Analysis of attainment data forming a coherent part of planning for improved learning -Tracking conversations to identify clear targeted support - Progress and attainment improved for all learners -Epips scores with P1 pupils should - demonstrate progress in literacy and numeracy</p>	<p>Analysis of and response to data consistently integrated into learning across all classrooms by January 2018 – evidence in planning folder and learning visit discussions Reflection on attainment levels – June/July 2018</p>
<p>2. Through the whole school topic of SHANARRI ensuring that all members of our school community have an awareness and understanding of the wellbeing indicators. November 2017 evaluation</p>	<p>- Learners will all know about their wellbeing indicators.</p>	<p>Pupils will be able to share their learning with their parents.</p>
<p>3. Increased used of digital technologies to support and develop the curriculum. June 2018.</p>	<p>Technology should be more embedded in the curriculum across the school and link to DYW</p>	<p>Increased use of technology out with using educational games</p>
<p>4.The outdoor environment being utilised to enhance pupils learning experiences. The garden outside needs to be redeveloped to offer pupils the chance to have another area develop skills within. June 2018</p>	<p>The garden will be an area in which all classes participate.</p>	<p>An outdoor area that the whole school can utilise.</p>
<p>5. Continue to develop the individualised learning provision for pupils through effective targeted support to ensure appropriate progression. Ongoing.</p>	<p>Pupils will have a greater understanding of their learning targets and will contribute to discussions.</p>	<p>Consistent strategies used throughout the school. Clear lines of progression for pupils.</p>

Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:

Sources of evidence/evaluation activities undertaken:

- Assessment and attainment evidence
- Planning and documentation around the pupils
- Friday groups – Eco-school, Pupil Council, Fair Trade, Rights Respecting Schools

Overall evaluation of level of quality:

(brief description)

- The whole school are working around the principal of being an inclusive school.
- Respect is one of our school mainstay rules

- Several staff have Makaton training in order to ensure that we develop 'Communication for All' as a strategy
- Staff and partners model behaviour which promotes and supports the wellbeing of all.
- All staff regularly engage in professional training related to the rights, wellbeing and inclusion of all children – child protection, equality and diversity, RRS
- Children are aware of RRS and the Children's Convention are explore issues around this through using resources such as the Launch Pad, RRS
- Circle time, Bounce Back and other sessions are used in classes to discuss issues related to health and wellbeing so that pupils have the time and space to discuss any concerns
- Values are embedded in our assembly programme and our programme of whole school class focus
- Staff use the wellbeing indicators on a consistent basis
- Regular outdoor activity takes place in all classes
- Outdoor activity has been encouraged through the 'I Bike' initiative and this has been supported through Bike Breakfasts
- Targeted support is implemented as is necessary with PSA staff, ASL, EAL and IP teachers having regular input with identified pupils.
- IEPs are used to develop targets on a more individual basis
- Flexible timetables are used as appropriate
- The enhanced provision supports pupils with the development of academic, social and mobility skills in a small group setting
- All pupils who access the enhanced provision are included within their mainstream class and given consideration when activities are planned
- Pupils can access the Snoezelen as is necessary
- Autism and dyslexia strategies are used throughout the school
- P7 pupils buddy younger pupils in the playground and also provide support through their SPS responsibilities and through Lunch Bunch
- PSA support is available at break times to all pupils
- Staged intervention accompanied by Girfec is embedded in our practice
- Teachers ensure that they devise a curriculum which is differentiated and appropriate for all learners in their classes
- All pupils have identified success criteria
- We used the Girfec indicators to get feedback from parents about their child in school – responsibility and achievement were identified as areas for progress

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

Evaluation of QI 3.2 - Raising Attainment and Achievement:

Sources of evidence/evaluation activities undertaken:

- Attainment results
- Progression of pupils

Overall evaluation of level of quality:
(brief description)

- A tracking system has been in place and teachers record levels on SEEMIS three times a year.
- Almost all pupils are attaining appropriate levels for their age and analysis of data shows that good progress is being made.
- Wider achievements are recognised through assemblies, achievements display and school newsletter and website.
- Standardised data and professional discussions are used to target support and support staff are deployed effectively to help remove barriers to learning and ensuring equity for all.
- The school is working hard within Aberdeenshire GIRFEC structures to break down barriers to learning and a number of young people having appropriate plans in place to address these.
- Across the school pupils are encouraged to take responsibility but there is room to further extend the range of leadership opportunities.
- A 'Developing Number Sense' approach is being developed to improve children's mental calculation skills. Thus far impact is limited however.
- More frequent opportunities are being created for children to select from their knowledge the appropriate operation to solve challenging and unfamiliar problems.
- To develop a robust but succinct format of recording plans and assessment and showing that assessment is at the heart of further development and planning, linking it to Aberdeenshire Frameworks to ensure quality, pace and challenge.
- There is a need to continue to look at how life skills can be developed and applied across the curriculum and beyond the formal classroom.

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

5. What is our capacity for improvement?

(To include comments on:

- Teacher professionalism / opportunities for professional learning
- Leadership at all levels
- Engagement with parents and partners)

- Teacher professionalism / opportunities for professional learning

- Visible learning
- Growth Mindset
- Number talks
- 1+2 support
- Learning and Teaching Targeted sessions
- Staff development – progression frameworks Benchmarks Literacy and Numeracy
- Staff development sessions – moderation
- Staff development sessions – effective use of data
-

Leadership at all levels

- All staff and learners engage in regular evaluation of progress and the identification of future priorities

- Staff are asked to reflect, evaluate and identify good practice in moving forward the School Improvement Plan.
- SMT to ensure that Quality Assurance follows the calendar and is purposeful
- SMT to ensure that tracking and monitoring is effective and utilised to give a picture of pupils performance and identify development needs, achievements and need for challenge
- We are beginning to look at new initiatives and their impact and review these using appropriate data, with amendments made where necessary.
- Pupils are being given the opportunity to be leaders through the Bike Crew, Digital Leaders, Pupil Council, Rights Respecting Schools, Eco-Committee, House Captains and JRSO.
- Teachers are in working parties in which they are developing Communication for All, Learning for Sustainability, STEM, I Bike and Restorative Practice.

- Engagement with parents and partners

Parents

- Parents/Carer have been involved in either a Survey Monkey or paper questionnaire linking to Girfec.
- Parents were given the opportunity to add comments.
- From feedback received we have improved our profiling system within the nursery setting and are engaged with developing our reporting framework for this session.
- Regular reviews and evaluations of systems will be ongoing throughout next session.

Future Priorities

Re instate the use of suggestion walls and assemblies to consult with pupils and ensure we have sufficient pupil groups that can have an ongoing voice in school improvement. Improve links with parents regarding all areas of our school (i.e.) improve consultation through Parent Council, improve curricular events offered and also improve practice in relation to profiling.

Partners

Continue to work with partner agencies and the wider community to reflect on the work of the school and identify future opportunities to work together.

6. Record of updating

Date	Amendment made	By who	Comment

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