



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

DUNNOTTAR SCHOOL

LAST UPDATED: August 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

Context of the School

The first Dunnottar School was in existence at the end of the 17th Century and the second school from 1853-1889. The decision to build a new school was taken by the Dunnottar School Board in 1886, and the site chosen was the garden of the "Dominie": the name then given to the master in charge. This put the present school across the other side of the High Street, almost directly opposite the second school, which, until its demolition in 1984, had been used by the pupils for physical education, and as a Drill Hall by the Army and latterly by the District Council as a store.

The school is situated in the old part of Stonehaven. It serves the children from the old town of Stonehaven and the rural areas around Stonehaven. The Glenury and Braehead estates are included in our zoned area. On leaving primary school the pupils transfer to Mackie Academy.

The school roll for session 2017/18 is 200 pupils. We have a Nursery based on the Carronhill campus which can take up to 20 children per session. The nursery pupils visit the school weekly. The current Head Teacher took up post in August 2014. The Depute Head took up post in a full time capacity as of January 2015.

This session we have 9 classes. Our team consists of 8 full time class teachers (including 1 probationer), 4 part time class teachers, PSAs, an Administrator, 2 part time Clerical Assistants, 4 Catering Staff Members, a School Crossing Patroller, 2 Cleaners and a Janitor (all of whom are part time). The school shares ASL staff with the cluster, currently there are 2 part time members of staff working with the school to support learning totalling 0.6FTE. Non-class contact is covered internally.

School provides education for children aged 4 –12 in primaries 1-7. Our Active Schools Coordinator provides a wide range of additional active and sporting activities for our children.

We work closely with a range of support agencies and volunteers to provide the best possible experience for our children. There is a strong collegiate ethos between staff and a culture of learning and school improvement.

Values and vision of the school

School Motto – **We Shine**

WE SHINE – Welcoming, Engaging, Safe, Honest, Inclusive, Nurturing, Equal

At Dunnottar School, we endeavour to be a Centre of Excellence, where children can achieve their full potential in their academic, creative, personal, physical, moral and spiritual development. We recognise the benefits to the pupils of parents and staff working together for the all-round development of each child.

Good behaviour and positive attitudes are fostered through praise and recognition. Pupils are encouraged to value themselves and others and develop effective citizenship skills. These skills are fostered through co-operative learning activities.

We encourage pupils to take responsibility within the school. This allows them to have a say and contribute to the life of the school as effective contributors. Some of the ways that we do this are:

- Buddy Schemes - P3 pupils are paired with P1 pupils and help them to settle into school life
- JRSO (Junior Road Safety Officer) - deliver important messages on road safety
- Olly's Helpers (Playground Committee) - teach younger children to play co-operatively
- ECO group/Allotment Committee - help the school become more environmentally friendly
- Pupil Council – represent their class when making decisions linked to school improvements
- Charity Group - make decisions about charity events
- House Captains, Vice Captains and Prefects – lead whole school events and support SMT with school visitors and community events as well as specific daily tasks to support the running of the school
- Digital Literacy Leaders – help to deliver important messages on internet safety, help support the use of ICT across the school.

Ethos, community links and partnerships

Community links are a valued part of school life. Dunnottar School has a very supportive Parent Council and an extremely active and enthusiastic Parent Teacher Association (PTA). Dunnottar School Parent Council has eight parent members, two co-opted members and two staff members. The Head Teacher acts as adviser to the Council. These groups support improvement activities and raise additional funds to provide many extras for the pupils in the nursery and school.

We offer many opportunities for our learners to enjoy first-hand experiences outdoors. Such experiences motivate our children to become successful learners and to develop as healthy, confident, enterprising and responsible citizens. We regularly visit the Library, Dunnottar Woods, Mineralwell Park, the school's allotment next to Baird Park, the beach and Stonehaven harbour. We also regularly use Stonehaven's Town Hall, Stonehaven's Leisure Centre and St Bridget's Hall to support the delivery of Expressive Arts and HWB. We also have many business links which help to develop our young workforce, preparing our pupils for the world of work.

We are a "Rights Respecting School" and are very proud to have been recredited at Level 2.

SIMD profile

2016/17 - Only 1.4% of our pupils were less than the 7th decile. The majority of our pupils (83%) were in deciles 8, 9 and 10.

2017/18 – None are below the 7th decile. 15 % are the 7th decile. The majority of our pupils (85%) are in deciles 8, 9 and 10.

Detail and allocation of PEF

£3600 - "Osiris" Visible Learning Whole School Programme, Mackie Cluster. 14 Teachers (10 FTE) and 6 PSAs will receive training throughout the session.

Impact – Inspire positive changes in each classroom and ensure all pupils in our school make at least one year's progress for one year's input. Maximises impact on learning and achievement by providing practical tools to measure progress in learning.

£2240 - Reading resources to support pupils with dyslexia. An internal training programme will be offered to support pupils. Learning packs will be allocated to each class which will include a list of "Inclusive Practice Pointers".

Impact – Equity across the school. All pupils able to access the resources needed to reach their maximum potential.

£6160 - Mindfulness, Sarah Gear Oxford University Mindfulness Trainer.

Impact – To enhance and increase staff, pupils and parental awareness of, and participation in, a variety of mindfulness activities throughout the course of 2017/18 academic session. To maintain productive attitudes, focus on what matters, develop self-compassion and to deal more positively with difficulty.

Overall strengths of the school

Here at Dunnottar School we have a lot to be proud of but in particular we have noted the following key strengths:

- Effective collaborative working practices and collegiality across the school. All staff are fully involved in the process of school improvement. Lead professionals create and evaluate specific action plans which contribute towards school improvement.
- Pupil and parental involvement in the life of the school.
- Effective strategies are in place to improve attainment results and increase wider achievements for children and young people facing challenges such as those who are looked after and those with additional support needs.

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

Relevant NIF priority: All

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

Level of quality for core QI:

5 – Very Good

Overview:

We value an inclusive and collegiate approach to school improvement. All stakeholders are fully involved in the process of school improvement. There are opportunities for leadership across the school community with staff, learners and parents taking the lead in a range of projects and initiatives.

1.3 Key strengths:

- All stakeholders were involved in the creation and ongoing review of the vision, aims and values of the school. (Motto – We Shine, School Mascot – “Olly the Otter” helps to promote the key values we feel are important.)
- Staff are actively involved in improvement planning & school development work. Staff regularly audit the school to inform next steps for improvement. All staff members are involved in the evaluation of progress and the identification of future priorities.
- 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.
- A range of approaches are used to gather views and ideas in order to further improve the school. (Computer based questionnaires, carousel discussions, team meetings, individual meetings)
- Staff understand the value of self-evaluation and improvement planning. A culture which promotes a need for a shared vision for change and improvement which is meaningful and relevant to the context of the school within our community has been established.
- “Pastoral & Attainment Meetings” give teaching staff an opportunity to discuss improvements/next steps.
- Recent increased staff confidence in using a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge.
- Weekly planning formats encourage regular self-evaluation.
- The school’s robust Quality Assurance calendar ensures there is focused attention on monitoring and evaluating learning and teaching. Classes are observed regularly, jotters are sampled, and planning formats are monitored.
- Peer monitoring is encouraged and timetabled to further improve quality teaching and learning. Most class teachers are very reflective practitioners.
- We regularly share good practice.
- Regular CLPD opportunities are offered to staff. Staff are actively involved in CLPD activities linked to improvement planning.
- Pupils, parents and staff are consulted and actively involved in evaluating the school. (Examples include – electronic questionnaires, pupil/parent voice, written feedback forms.)
- All stakeholders are encouraged to share their views and influence school improvement.
- Staff engage in moderation exercises with cluster schools.
- The Head Teacher makes use of the expertise of cluster Head Teacher colleagues in order to inform next steps in planning for improvement.
- DHT regularly consults cluster colleagues & authority experts when considering change and improvements concerning the Nursery.
- DHT ensures that all of the Nursery staff are involved in the process of self-evaluation.
- We have an effective system to share standards in curricular areas such as Numeracy & Writing and we track pupil progress, attainment and wider achievements in Literacy, Numeracy and Health and Wellbeing. These arrangements together with the School Improvement Plan are delivering impact across the school and leading to increased levels of attainment.

- We track wider achievement using Interactive Learning Diaries as well as keeping an audit trail of extra-curricular activity involvement. This helps to forward plan when creating opportunities for wider achievement.
- Children's achievements outside school are recognised and celebrated. (Example – Head Teacher's Award, Twitter recognition, assembly announcements, achievement wall in nursery.)
- As a school we ensure that self-evaluation looks both inwards and outwards giving consideration to both the local and national agenda.
- SLT effectively use individual skills and talents in order to lead improvements.
- There is an ethos of leadership at all levels in existence across the school. Teaching staff have created working groups to take forward School Improvement Priorities in 1+2, Maths, Science & RME.
- The school has taken a lead role in cluster CLPD events & moderation sessions to support a shared understanding of standards in Literacy, Numeracy
- The school has taken a lead role in cluster CLPD events linked to Holistic assessments.
- The school has taken a lead role in Early Years CLPD events (Floorbook training, Infection Control course, cluster collaborations.)
- 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.
- New Target Setting ensures that we continue to develop our work on our pace and challenge. 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 can talk about their strengths, progress and next steps and pupils are actively involved in their learning. Interactive Learning Diaries are used to track progress. Regular target setting/next steps discussions are conducted within each class. In nursery, floor books are used to capture and respond to children's interests and involve them in the planning process.
- Pupils demonstrate a positive attitude to learning and are keen to improve. Pupils are encouraged to develop as reflective learners.

Identified priorities for improvement:

- Monitor our tracking of wider achievement and the impact it is having on individual learners. Link to Skills for Life project and DYW work which is currently being evaluated.
- Continue to upskill staff on interrogation of assessment results to inform planning of targeted support/pace & challenge.
- Self-evaluation and learning visits to be developed further both in school and with neighbouring school focusing on holistic assessments.
- Practitioners have systematic opportunities to review and refresh their pedagogical practice looking inwards, outwards and forwards.
- Early Years learning visits to be developed further in nursery to visit other settings with a focus on evaluating how they track next steps.

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?
<ol style="list-style-type: none"> 1. Wider achievement tracking sheet/database to be used more efficiently. (LW, CD, admin) October 2017 2. Participation in JASS (Junior Award Scheme for Schools) To develop the whole individual by offering recognition in four key areas – regular physical activity, exploring a personal interest & working for the good of the community or the environment. SLT to visit schools in West Dunbartonshire (LW & CD) November 2017 3. Local Business/Careers Week November 2017 (Whole School) 4. Increased amount of moderation activities across the school/cluster. Peer planning/implementation/evaluation of a lesson before interrogating assessment results. (CTs) 5. Planned visits to other Early Years settings to explore tracking next steps. 	<p>Increased level of achievement for all learners.</p> <p>Increased options for extra-curricular clubs/pupil groups linked to pupil interest.</p> <p>ILD (Interactive Learning Diaries) will include an increase in statements linked to wider achievement.</p> <p>Increased community involvement/local business weeks.</p> <p>Increased confidence for all CTs concerning progress within a level for Literacy, Numeracy and HWB.</p> <p>Increased confidence for all EYPs and EYLP in tracking next steps to progress learning.</p>	<p>Pupil questionnaires – measure impact. Increased participation?</p> <p>Successful participation in JASS, high levels of pupil uptake – figures monitored by SLT.</p> <p>Questionnaires to parents/local business links following event.</p> <p>Verbal feedback – staff meeting/HT Cluster meeting.</p> <p>QA check, tracking sheets for Feb/April -monitored by SLT.</p> <p>SLT monitoring ILD profiles for children to see link between next steps, planning and observations.</p>

Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

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

Relevant NIF priority: All

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

Level of quality for core QI:

5 – Very Good

Overview:

The ethos of the school reflects a commitment to childrens' rights and positive relationships. Each class creating their own class charter, positive welcome door and positive reinforcement scheme. Lessons are motivating and meaningful. Assemblies link to United Convention on Rights of the Child. Attainment and achievement results are used to inform next steps in order to plan for pupils to reach their maximum potential.

2.3 Key strengths:

- The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.
- The majority of learners are achieving within or above the expected level for their ages and stage.
- SLT regularly review the academic and pastoral needs of all learners. Weekly SLT "Children to Note Meetings", termly "Pastoral and Attainment Meetings", termly SLT/ASL meetings.
- ASL staff are used well to support pupils in class through; team teaching, by creating individualised programs of work and when developing IEPs.
- Very good use of PSAs and ASL staff to support learners in order to reach their maximum potential.
- Most pupils achieve high standards and talk confidently about their learning. Pupils working below/above the expected levels receive targeted support from CT, PSA and ASL staff.
- Class Teachers and our Early Years Lead and Early Years Practitioners have an excellent knowledge of each child and their learning needs.
- The HT has developed a robust Tracking, Monitoring and Review system (TMR) which tracks whole school attainment.
- Standardised assessments (ePIPS and INCAS) in P1, P3, P5 and P7 are used and analysed to discuss next steps, improve individual pupil performance and to target Support for Learning/deployment of resources for identified pupil groups.
- Teachers predict the date in which learners will begin to work within the next third of the level for Listening & Talking, Reading, Writing, Numeracy and HWB.
- Teachers and Early Years Team plan together and have a shared understanding of CfE levels. They use the Aberdeenshire Progression Frameworks and Education Scotland Benchmarks to support this.
- Early Years Team receive regular visits from PT of Early Years for Stonehaven Cluster who reviews practice and monitors progress.
- Moderation activities have had a positive effect on CfE Writing results in 2016/17. Overall results had greatly improved and this was backed by evidence through QA activities.
- Reading moderation activities have improved standards. (Lexile codes & reading ages now put into CfE order. Whole school sessions with a focus on teaching reading strategies. (P1-3 new "Find it, prove it, talk about it" cards being created. P4-7 comprehension strategies taught as a modelling block at the start of each year.)
- P1 End of year ePips data shows that the class average is above the local and national average for Maths and Reading.
- Learners are supported and encouraged to achieve to the best of their ability, and are assessed using a range of formative and summative techniques.
- Pupils show enthusiasm for all aspects of school life. (Example – House Challenges, extra-curricular clubs, pupil groups, focus weeks.)
- Children can demonstrate achievement towards the 4 capacities. (Example – Weekly certificates presented in assembly/discussed fully and displayed in class. Green Cards, class Tweets)
- Staff are committed to creating quality, active and engaging learning experiences through Curriculum for Excellence.

- Class Teachers and Early Years Team work with cluster colleagues to share good practice and develop new skills. (Example – IDL 3 year planning grid, writing moderation sessions, transition links with Mackie, 1+2 sessions, Digital Literacy project, Floorbook training.)
- Technology is used regularly as a learning stimulus and pupils use it confidently to support their learning. Digital Literacy focus week successfully used to increase staff confidence in using technology in a variety of curricular areas.
- Good engagement and links have been created with local community/businesses/groups. (Example – Stonehaven Community Council, Round Table, Local Churches, Brickfield Motors, Bank of Scotland, Aberdeen Considine, Stonehaven Lions, Specsavers, RNLI, PILAR, Invercarron Resource Centre)
- Individualised positive behaviour systems are in place in every class to motivate pupils.
- Promote a growth mindset across our whole school community, with a view to raising attainment for all. OMM (Otter Meditation Meet-Up) group with Julia Morton and staff training on Mindfulness by Sarah Gear (both parents).
- Alter Numeracy/Maths planners with the view to raising attainment for all, considering closely pace and challenge. Particular emphasis on the use of Big Maths to improve mental arithmetic.

Identified priorities for improvement:

- Continue to embed Mindfulness approaches, with Sarah Gear as lead, through pupil workshops, staff training, parent/carer information sharing sessions.
- Further develop staff confidence in using a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge.
- Early Years focus on improving learning spaces indoors and outdoors.
- Evaluate Numeracy/Maths planners. Improved tracking of pupil progress, pace and challenge.

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?
Mindfulness Course, Sarah Gear Oxford University Mindfulness Trainer. (Terms 1, 2 & 3.) Pupil workshops, parent/carer information sharing sessions, staff CLPD.	To enhance and increase staff, pupils and parental awareness of mindfulness approaches. To maintain productive attitudes, focus on what matters, develop self-compassion and to deal more positively with difficulty.	Educational Psychologist (Fiona Seaton) will work with Sarah to measure the impact on learners and staff.
Further training linked to analysing standardised assessments. Share updated whole school tracking data, to plan for next steps, during "Pastoral & Attainment" discussions. (Termly)	To develop staff confidence in using a wide range of assessment data effectively to inform planning when creating differentiated activities across the curriculum.	Staff questionnaires/verbal feedback when planning for future training concerning assessment.
Finalise new planners for Numeracy/Maths in line with National Benchmarks. Evaluate collectively after use.	Improved planning processes for Numeracy & Maths.	Verbal feedback – staff meetings. (2017/18 automatic agenda point for each meeting)
Early Years Staff to be familiar and embed ideas from My World Outdoors, Space to Grow and Building the Ambition into everyday practice.	Children to have motivating, engaging spaces to learn indoors and outdoors.	Planning will ensure wide range of activities available outdoors as well as indoors. Planning and Quality Assurance meetings at nursery to evaluate practice (by looking inwards, outdoors and forwards).
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p> <p>Date:</p> <p>Date</p>		

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

Relevant NIF priority: All

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

Level of quality for core QI:

5 – Very Good

Overview:

The whole learning community has a shared understanding of wellbeing and the children's rights. All stakeholders promote a climate where children and young people feel safe and secure. All learners are included and involved in the life of the school. Everyone in our learning community is treated fairly and with respect and we place importance on fostering positive, open & supportive working relationships based on trust.

3.1 Key strengths:

- Respect and empathy are embedded in the ethos of the school.
- We encourage parents to take part in the life of the school through "Open Events", Assemblies, Curricular Evenings, Stay and Play sessions, Parent Council and Parent Focus Group meetings.
- Our behaviour management policy aims to be consistent, fair, positive, inclusive and supportive with the flexibility to support individuals where necessary.
- Learning is planned to take account of the needs and learning styles of all children.
- Forward plans show clear differentiation in learning targets at all stages from Nursery to Primary Seven.
- There is a clear staged procedure in place for pupils with Additional Support Needs in order to reduce barriers to learning. This includes the use of Individual Educational Plans for those who would benefit from them.
- Barriers to learning are considered and planned for through the use of differentiation and targeted support. Staff are aware of the positive impact on learners with a wide range of support needs when we plan appropriate support for dyslexic pupils. We foster an inclusive practice in every classroom where all learning needs are met.
- Diversity is highlighted and celebrated. Different cultures/backgrounds are celebrated in class.
- A recent "Culture Club" has been established – see minutes/action plan for this group. Pupils will lead whole school focus sessions through assembly & class lessons over the course of the year.
- Pupil's needs are effectively noted and targeted through use of concern forms, tracking meetings, deployment of staff including both Pupil Support Assistant and Support for Learning staff.
- PSAs are targeted to need on a priority basis.
- Where staff identify learners who require support we respond quickly, accessing available resources and working closely with partner agencies where appropriate. Team planning with ASL staff works effectively to ensure all learners' needs are being met.
- Vulnerable learners are supported by the Intervention & Prevention Teacher where appropriate. "Seasons for Growth" programme in place.
- Aims and values are readily shared and reinforced through whole school assemblies linked to UNCRC led by the Depute/Head Teacher.
- Global citizenship is reinforced through extensive charity work carried out by pupils across all stages in the school. This is led by the school's Charity Group.
- Our Educational Psychologist is used to good effect addressing concerns and supporting learners within our school. Informal consultations are used regularly to support teaching staff.

Formal consultations support multi-agency working. Other agencies including Health & Social Work provide effective support in order to reduce barriers to learning for our learners.

- Clear procedures are in place regarding child protection. They are annually reviewed and all staff are involved in this. All staff have undertaken Child Protection training and a clear protocol is in place for when concerns arise in this area.
- The curriculum is differentiated to meet the universal needs of individuals and groups. Technology is used to support learners as appropriate.
- The ASN Audit is updated termly following discussion between class/ASL teachers and SLT and in line with termly tracking discussions based on assessment data.
- Individuals who require additional support are identified using wellbeing indicators. Where appropriate, an action plan will be drawn up in consultation with parents and relevant partners.
- These plans and the progress made are regularly reviewed at meetings and updated as required.
- ASL staff undertake the '5 roles of ASL' and liaise closely with colleagues to provide the most appropriate support.
- Our model of curriculum delivery from Nursery to P7 ensures that learners are familiar with a wider range of staff, and that teachers have a better knowledge & understanding of the needs of individual learners which impacts positively on internal transitions. (House challenges and focus weeks.)

Identified priorities for improvement:

- Cluster focus on “Visible Learning” as part of our Improvement Plan this session. (See separate plan from Osiris to train all staff. The aim of the training is to maximise impact on learning and achievement by providing practical tools to measure progress in learning.
- Further promote/support the development of extra-curricular clubs which promote diversity.
- Planned time for ASL discussions with CTs to ensure equality and inclusion for children with additional support needs. Aiming towards dyslexia friendly and autistic friendly status.

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?
1. 3 year commitment to “Osiris” training package for class teachers and PSAs. Aim of the training is to maximise impact on learning and achievement by providing practical tools to measure progress in learning.	Ensure all pupils in our school make at least one year’s progress for one year’s input.	Educational Psychologist & “Osiris” involvement will support the analysis of results to measure success.
<p>2. Further promote/support the development of extra-curricular clubs which promote diversity. Class teacher to lead “Culture Club” activities, school to focus on celebrating diversity through class activities and assemblies. (Ongoing, 2017/18)</p> <p>7 members of staff are completing the immersion course in Lyon, France. (October 2017)</p> <p>Involvement in “Lingo Flamingo” project. (Pupils to work with older adults in care homes in the community, perhaps learning languages together?)</p>	<p>The curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance.</p> <p>Children and young people are knowledgeable about equalities and inclusion.</p> <p>LFEE Europe deliver expert professional development training for teachers. Increased confidence when teaching French will greatly impact on our learners.</p> <p>Engagement with local communities and care providers will result in positive relationships/respect for elder members of our community.</p>	<p>Pupil questionnaires/voice groups will measure the impact of the related activities.</p> <p>Classroom observation (formal & informal) will monitor progress.</p> <p>Evaluation process following the project.</p>
3. ASL staff to support regular PSA & CT training sessions focusing on supporting pupils with dyslexia. Teacher packs & new resources will also be provided.	Consistent approaches used as standard across the school. Dyslexia/autism friendly classrooms will benefit all learners.	Dyslexia friendly and autistic friendly status will be reached. New resources being used regularly & effectively across the school.
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p> <p>Date:</p>		

Evaluation of QI 3.2 Raising attainment and achievement

Level of quality for core QI:

4 – Good

- We have a clear curriculum rationale, developed in partnership with learners & parents and based on our shared vision & values, our local context and national design principles, and which aims to develop the four capacities in our learners.
- Our curriculum is varied, continually refreshed to maintain relevance and makes use of our local area as a rich learning resource.
- A consistent approach to planning across the nursery and school provides a clear overview of coverage and opportunities for depth of learning experience, ensuring progression with appropriate pace and challenge for individual learners.
- Staff are developing their understanding of, and confidence in, expected standards in literacy and numeracy. Planning formats ensure that staff are engaging with the National Benchmarks & Aberdeenshire Curriculum Frameworks.
- Almost all pupils with average or better start scores in Phonics, Reading and Maths according to standardised assessments.
- Almost all pupils are performing at expected levels or better in P3 and P5 in both Reading and Maths according to standardised assessments.
- P1 standardised results show that start and end results are significantly higher than both the local and national average for Reading and Maths.
- Staff have a shared understanding of IDL and plan opportunities for investigations around this as well as cross curricular experiences and learning within discrete subject areas. Pupils actively engaged in planning their learning. (Example – “Context for Learning Grids” with “Hook” & “Exit” points). Co-operative learning strategies are regularly employed. Floorbooks in nursery.
- Our School engaged in cluster wide project to bundle outcomes in Science, Social Studies, Expressive Arts and Technologies within a 3 year rolling programme, focusing on outcomes and skills to ensure a coherent and progressive curriculum which provides breadth and balance. Teaching staff are now confidently planning mini and main topics using this grid.
- Teaching staff have an increased awareness of the national priorities of ‘Raising Attainment for All’ and ‘Closing the Gap’. ASL regularly review the available data, plan appropriately use timely interventions.
- Staff routinely plan together across levels and deliver learning collaboratively, where appropriate, with learners in mixed or same stage groups working together with different members of staff.
- Curriculum workshops and curriculum evenings give parents a clearer understanding of what, why and how we deliver the curriculum. (Focus for session 2016-17 - maths/homework/changes to reporting, 2017/18 – HWB/Expressive Arts/Digital Literacy.)
- Information Evenings for transition into nursery and Primary 1 are held in advance of pupils starting.
- Pupil friendly IEPS are in existence for pupils ASN with pupils, parents, class teacher, ASL teacher and SLT being involved in the process.
- Planning is differentiated to meet individual needs. ASL and PSA time is targeted appropriately and links to the Schools ASN Audit.
- A very effective transition programme from Nursery into P1 exists, maintaining very good links with our local early years’ partner providers. (The Croft, Simpsons, Babes) Staff visit new pupils in familiar setting, positive parental sessions, interactive new pupil sessions.
- A programme which ensures effective pastoral transition from P7 to S1 is in place with strong links to the Guidance and ASL teams at the Academy.
- Extended transition programmes are in place if required. (Example – Pre-school settings, Mackie Academy.)
- Staff work well with members of the community to develop class and whole school learning activities which support pupils to make cross-curricular links and identify with the wider world. In particular our work with both allotments.

- Effective teamwork across the school and Cluster supports curricular development and CLPD.
- Pupil Support Assistants have excellent relationships with children throughout the school and work closely with the class teachers to scaffold children's learning.
- Pupil links with Cluster schools provide opportunities for extra-curricular sports and activities.
- Parents feel well-informed about pupil progress and events in school, and are happy with the accessibility of teachers, DHT and HT. Parents are kept well informed about the curriculum and how they can support their children. (Example – Newsletters, "HOLT" tasks, open afternoons, Twitter, Nursery e-mail system etc..)
- Excellent links exist between the school and the Active Schools Co-ordinator leading to a greater choice of extra-curricular activities.
- School has been the pilot school for a reading project by "Giglets", an online/electronic reading resource.
- P1 – P7 use Education City as part of daily lessons and for HOLT. Nursery use Education City within session.

Identified priorities for improvement:

- Support learners to recognise the relevance of learning in the World of Work through a range of enterprising projects from Nursery to P7 in line with 'Developing the Young Workforce'.
- Planned opportunities for further development skills for learning, life and work.
- Consistent approaches to be used to raise attainment in Reading in P6 & P7.
- Nursery – Promoting Early Literacy and Numeracy and linking with home.

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?
1. Plan for a range of enterprising projects from Nursery to P7 in line with 'Developing the Young Workforce'. All classes to have a business link for focus. (See spreadsheet.)	Increased community/local business links. Engaging activities planned which have a DYW focus.	Evaluation of topics (pupils & staff). SLT to monitor community/local business link involvement.
2. Further development skills for learning, life and work. Aberdeenshire support from Christine McLennan – CLPD Twilight session.	More focused approach when planning for skills for learning, life and work.	QA – planning format. Classroom evidence/pupil voice groups/feedback.
3. SLT to purchase new improved reading resources. Internal training/moderation activities with active reading comprehension strategies as a focus. (Term 1 2017,18)	Raise attainment in Reading, particularly in the upper stages.	Standardised assessment results. Analysis of CfE teacher judgement figures which show an increased number of pupils achieving expected levels or above.
4. Early Years Staff to use development team, In Service days and staff meetings to develop resources to share between home and nursery to promote early literacy and numeracy.	Raised awareness of how to support literacy and numeracy in Early Years. Support material to be given to parents at Information events within Induction Packs.	Surveys to find out how useful resources and guidance have been for staff and parents. Parents uploading observations to ILD of how they are supporting literacy and numeracy at home.
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p> <p>Date:</p> <p>Date:</p>		

5. What is our capacity for improvement?

Teacher professionalism / opportunities for professional learning

- Mindfulness/Growth Mindset – Staff sessions/Parent information sharing sessions being led by Sarah Gear.
- Further Big Maths training/targeted support sessions.
- 1+2 support led by CG as Languages Ambassador.
 - 7 members of staff LFEE Europe
- Staff development sessions/Cluster events – Visible Learning “Osiris”
- Staff development sessions – effective use of data led by LW & CD
- Infection Control Training – Nursery
- Food Hygiene Training – PSAs and Nursery
- Early Years Targeted Support sessions

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 using the “Aberdeenshire Stepping Up” guidelines
- New initiatives and their impact are reviewed using appropriate data, with amendments made where necessary. Big Maths to be evaluated using professional judgements and INCAS results for mental maths.
- All Nursery staff involved in the review of policies.

Engagement with parents and partners

- Parents/Carer from Nursery & School have been involved in either a Survey Monkey or paper questionnaires linking to school improvement.
- From feedback received we have made some improvements to our reporting processes for this session and we will further consult our parents on these changes.
- Regular reviews and evaluations of systems will be ongoing throughout next session. (Our school Homework Policy and use of the Interactive Learning Diaries to report to parents/carers in particular.)
- Active and supportive Parent Council – quality termly discussions concerning school improvements

6. Record of updating

Date	Amendment made	By who	Comment