**Standards and Quality Report 2017-2018**

**Improvement Plan 2018-2019**

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| **School: Kaimhill** |
| **Head Teacher: Susie Webster** |
| **To be respectful**  **To be inclusive**  **To be the best**  **you can be**  **To care for ourselves,**  **others and our world**  **To enjoy learning**  **Kaimhill School**    [**http://kaimhill.aberdeen.sch.uk/**](http://kaimhill.aberdeen.sch.uk/)  **@KaimhillSch** |

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| **Context of the school:** |
| Kaimhill Primary School and Nursery serves the area of Garthdee to the south-western edge of the city of Aberdeen. The building was opened in April 2011 and was part of Aberdeen City Council’s 3Rs project. The school building also houses Community rooms and a Community Library that has part-time opening hours. The building is bright and spacious and fit for purpose. The fabric of the building is facilities managed by the company Robertson.  The catchment area is socially and economically diverse. Almost all our pupils live in the catchment area for the school. Since the new building was opened our school roll has risen and continues to sit over the official capacity. Occupancy this session has been 115% although the roll is projected to stabilise in coming years.  **Our school roll for 2017-2018**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Nursery | P1 | P2 | P3 | P4 | P5 | P6 | P7 | | 80 | 50 | 44 | 33 | 36 | 32 | 41 | 42 |   The current school roll is 273 P1 to P7 pupils and 80 Nursery children - staffing for the school is now appropriate. We look forward to being fully staffed in 2018-19 and positively anticipate the impact this will have on leadership capacity and planned school development. In addition to our 11 mainstream classes, 80 children are enrolled within our four nursery classes on a part-time basis (3 hours 10 minutes per session, 5 sessions a week).  Kaimhill has two supported classrooms which provide targeted support for pupils experiencing additional support needs. We continue to develop creative and flexible approaches to meet the needs of our most vulnerable learners. These pupils all have a Child’s Plan, incorporating targets, which is regularly updated in partnership with parents, multi-agency partners and learners.  In addition, Kaimhill is home to the Dyslexia Service. A small team of teaching and PSA staff work on an outreach basis with identified learners, staff and parents across the authority. A range of Dyslexia training events have been offered this session, building capacity and expertise across our city schools.  19.1% of our learners have English as an Additional Language. This percentage reflects the diversity of our student population. Many of our overseas pupils have a parent studying at Robert Gordon University. There is a Free School Meal entitlement of 12.5% for children in P4-P7. All P1-P3 pupils are entitled to free school meals. Current figures for Free School Meals do not accurately reflect the entitlement across the school. Attendance recorded last year was 93%. However, there are a few pupils who have significant attendance issues and arrive late to school on a regular basis.  **Scottish Index of Multiple Deprivation**  Based on pupil census 2016-17, 73% of the current school roll is in deciles 1-4 of the SIMD, which represents the most disadvantaged children. This reflects a 4% increase from the previous session.   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | SIMD Deciles | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | Kaimhill School | 0.0% | 0.4% | 19.1% | 50.4% | 0.7% | 25.9% | 0.4% | 0.7% | 0.7% | 1.4% | | Aberdeen City Schools | 1.7% | 10.3% | 14.6% | 10.0% | 7.8% | 5.1% | 6.6% | 9.1% | 10.1% | 24.3% |   The school has a good balance of experienced and recently qualified staff. A supportive, inclusive and collegiate ethos permeates the school. Visitors to our school frequently comment on the warm, nurturing ethos at Kaimhill. We welcome the diversity represented within our school community and value the individual youngsters who comprise the Kaimhill community. The school is part of the Harlaw ASG and we have close links with all of the schools in the ASG. Our aim is to work together to enhance the learning opportunities for our pupils. A continuing key focus of our working together is pupil health and well-being with a particular emphasis on the development of resilience and healthy emotional and mental well-being. The school has close links with the community and partnership working is a key feature of Kaimhill School. Our pupils are involved in a range of activities which develop their skills for learning and life though community partnerships. These include Asda, Garthdee Field Allotment Association, TLC and Robert Gordon University. An embedded programme of self-evaluation and tracking ensures that all learners’ needs are being met and staff work with the Senior Leadership Team (SLT) to confirm pupil progress and teacher judgements around Curriculum for Excellence levels. Distributive leadership is a continuing strength and staff work together collaboratively to develop school priorities which support continuous improvements. The Acting Head Teacher was confirmed as substantive Head Teacher in November 2017 supported by the Depute Head Teacher and the Principal Teacher who assumes responsibility for the Nursery. |

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| **School vision statement:** |
| **“At Kaimhill School, we are a diverse and inclusive community of learners who strive to do our best for ourselves and others. With a positive attitude, we develop confident, creative leaders of tomorrow. We grow from our mistakes and step out of our comfort zones to reach our full potential. “** |

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| **School values and aims:** |
| **Learning and Teaching**  We aim to provide varied learning opportunities that can be accessed by all pupils to ensure that they are challenged, enjoy learning and meet their full potential.  **Vision and Leadership**  We aim to promote leadership across the school community, creating a happy and respectful environment in which children are supported to take ownership of their learning and be the best they can be.  **Partnerships**  We aim to communicate and work collaboratively with parents, carers, other members of the school community and other agencies. By working in partnership, we enhance children’s learning, creating an environment which fosters confidence, enjoyment, resilience and respect for each other.  **People**  We aim to value the contributions of all members of our Kaimhill School community. We know everyone has a role to play in realising our vision. We are committed to building nurturing, supportive relationships with everyone which enable our young people to be the best they can be.  **Culture and Ethos**  We aim for Kaimhill to be a happy, welcoming and safe environment for all learners and the school community. We will value and celebrate diversity and develop our knowledge of other cultures.  The school aims were reviewed during session: 2016/17  Our School Vision was created: June 2018  The school aims will be reviewed during session: 2019/20 |

**Review of School Improvement Plan Progress 2017-2018**

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| **2017-2018 Improvement Priority 1:** Developing Effective Assessment and Moderation Practice | |
| **NIF Priority**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people | **NIF Driver**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School Improvement * Performance Information |
| **HGIOS?4 QIs** | |
| * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   4. Leadership of management and staff   5. Management of resources to promote equity   2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning, teaching and assessment | 2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  3.2 Securing children’s progress (ELC)  3.3 Increasing creativity and employability |
| I**mpact and Evidence:**   * Professional dialogue linked to learning, teaching and assessment audit documentation indicates all staff have an increased understanding of the need to develop and implement consistent AifL practice across the school * Classroom monitoring evidences increased teacher confidence in the use of AifL strategies to improve learning and teaching * Pupil dialogue indicates some learners can talk about the next steps they need to take to progress their learning in literacy and numeracy * Professional dialogue and self-evaluation indicates increased confidence of all teachers in professional judgement in CfE levels attained evident through professional dialogue and moderation * Updated tracking and monitoring approach has improved staff confidence to identify and provide personalised support throughout the learner journey * Planning (including professional dialogue and feedback) and classroom monitoring evidence confirm increased staff confidence in the use of Es and Os in planning and benchmarks for assessment. | |
| **Next Steps**   * Finalise Kaimhill School Learning, Teaching & Assessment approaches – with clearly understood and defined assessment practices, support and guidance (link with Continuum of Support at School, ASG/Partnership Forum and ACC levels) * Develop approaches to assessment more closely informed by the curriculum benchmarks * Continue to develop collaboration with stage partners to support planning and the use of AiFL strategies, assessment and moderation * Link professional judgement of CFE levels achieved to a more robust evidence base * Visible Learning programme will take forward and action the development areas identified through this session’s AifL work i.e. pupils will know their next steps in learning and will become assessment capable visible learners | |

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| **2017-2018 Improvement Priority 2:** Raising Attainment in Literacy, Language and Communication: Taking a Developmental Approach to Emerging Literacy | |
| **NIF Priority**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people | **NIF Driver**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School Improvement * Performance Information |
| **HGIOS?4 QIs** | |
| * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   4. Leadership of management and staff   5. Management of resources to promote equity   2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning, teaching and assessment | 2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  3.2 Securing children’s progress (ELC)  3.3 Increasing creativity and employability |
| I**mpact and Evidence:**   * Initial Emerging Literacy assessments completed as a baseline and on-going assessment completed on 3 occasions during the session to track and monitor progress * Baseline assessments have enabled class teachers to target planned learning to individual development needs, challenging more able pupils and ensuring gaps in the four key skills areas have been met though planned learning and teaching activities * The majority of pupils (54%) in P1 have demonstrated that they have secure (11 or 12) foundation skills in early reading and writing * Teacher judgments on achievement of a level for P1 pupils show an increase from last session with most pupils achieving Early Level in Reading, Writing and Listening & Talking * Professional dialogue and self-evaluation indicates increased teacher confidence in delivering a Developmental Approach to Emerging Literacy * Collegiate activities within school and at ACC level indicate relevant staff are benefiting from collaborative opportunities to deepen their professional learning * Staff can articulate more confidence in their approach to early literacy, language and communication. Tracking and monitoring dialogue evidence this growth in staff confidence as they are able to clearly articulate the progress of each learner, based on increasingly robust evidence * Family Engagement workshops were well attended with most P1 families represented and provided helpful feedback to staff highlighting the growth in parental understanding of how their children learn and how they can be better supported at home | |
| **Next Steps:**   * Monitor ongoing progress of children who have transitioned from P1 into P2 August 2018 * Following training, monitor the learning experiences through the school’s approach to developing language and communication * Deliver introductory Family Learning Workshop(s) on Emerging Literacy for P1 pupils (August 2018 intake) * Through observations, dialogue around planning, self-evaluation of the SQIP and monitoring and tracking conversations, identify the impact of a whole-school approach to literacy, language and communication * Continue to implement and monitor the impact of the *‘Bumps 2 Bairns’* programme in the Nursery setting * Develop a consistent approach within Nursery when assessing and recording children’s progress, ensuring that next steps develop foundational skills required within Early Level | |

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| **2017-2018 Improvement Priority 3: Improving the Quality of Learners’ Achievement and Promoting Equity for All** | | |
| **NIF Priority**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people | **NIF Driver**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School Improvement * Performance Information | |
| **HGIOS?4 QIs** | | |
| * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   4. Leadership of management and staff   5. Management of resources to promote equity   2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning, teaching and assessment | | 2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  3.2 Securing children’s progress (ELC)  3.3 Increasing creativity and employability |
| I**mpact and Evidence:**  Purchase and train staff in Building Resilience – whole school programme (link with ASG partners).  Parents/carers open event to share Building Resilience approach and rationale. THIS DIDN’T HAPPEN DUE TO UNAVAILIBILITY OF BUILDING RESILIENCE RESOURCE TO PURCHASE **–** development time was allocated to Curriculum Design and Rationale whole school work – **See Improvement Priority 4.** | | |
| **Next Steps:**   * All staff to participate in activities to develop knowledge and understanding of Adverse Childhood Experiences (ACEs), the impact of childhood trauma and undertake development work around Trauma Informed School. * Prioritise development of HWB curriculum with focus on clearly understood measures and impact for learning and teaching around emotional health. | | |

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| **2017-2018 Improvement Priority 4: Curriculum Rationale and Design** | |
| **NIF Priority**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people | **NIF Driver**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School Improvement * Performance Information |
| **HGIOS?4 QIs** | |
| * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   4. Leadership of management and staff   5. Management of resources to promote equity   2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning, teaching and assessment | 2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  3.2 Securing children’s progress (ELC)  3.3 Increasing creativity and employability |
| I**mpact and Evidence:**   * Professional dialogue linked to inter-disciplinary learning and audit documentation indicate all staff have an increased understanding of the totality of the curriculum * Collegiate activities indicate all staff have been supported in developing an improved understanding of the key components of curriculum design and rationale * Monitoring of classroom practice confirms most learners are engaging in an improved curriculum experience that promotes equity, raises attainment and provides opportunities to deepen learning * Professional dialogue and monitoring of planning confirms that increased networking amongst all staff has supported improvement in planning in literacy, numeracy and health and wellbeing * Improved planning for learning, ensuring relevance is evident in all classes through classroom monitoring | |
| **Next Steps**   * Finalise curriculum rationale with full implementation across nursery and classes * Continue to review curriculum rationale annually to ensure relevance and uniqueness is up to date * Update curriculum design across nursery and classes – initial focus on HWB and IDL * Develop whole school IDL contexts based on curriculum progressions, with Es and Os being used for planning and benchmarks for assessment implemented in all classes * Provide learners with increased opportunities for pupil-led learning * All staff to engage in progression frameworks to support planning, assessment and moderation across all curricular areas | |

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| **2017-2018 Improvement Priority 5: Nursery** | | |
| **NIF Priority**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people | | **NIF Driver**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School Improvement * Performance Information |
| **HGIOS?4 QIs** | | |
| * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   4. Leadership of management and staff   5. Management of resources to promote equity   2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning, teaching and assessment | 2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  3.2 Securing children’s progress (ELC)  3.3 Increasing creativity and employability | |
| I**mpact and Evidence:**   * Stay and Play sessions were well attended with most nursery families represented. Feedback to staff via dialogue indicates that parents had an increased understanding of their children’s learning and how they can be more effectively supported at home * Consultation with nursery parents evidences positive relationships which foster trust and sustained engagement with our families * The continued development of Interactive Learning Diaries (ILD) has led to more effective assessment practices and sharing of children’s learning. Parents are more informed about their children’s progress and a majority of parents are accessing ILD at home. A few parents are sharing their children’s learning from home with nursery staff * Consultation with families and children informed the planning and development of the nursery outdoor space. Collegiate activities/training with a Community Engagement Officer indicate all staff have been supported in developing their understanding of the benefits of outdoor learning and how to provide a rich and stimulating environment for nursery learners * All staff have engaged with and are familiar with the ‘*Bumps 2 Bairns’* programme and can articulate improved confidence in using it as a tool for tracking progress of individual skills development – there is scope to build on this next session | | |
| **Next Steps:**   * Increased engagement from parents with the ILD programme - especially sharing learning from home * Continue to regularly and consistently implement and monitor the impact of the *‘Bumps 2 Bairns’* programme in the Nursery setting. Ensure outcomes are robustly shared as part of Nursery/Primary 1 transition * Continue to evaluate and monitor the development of outdoor learning in the context of the Early Years curriculum – (see Improvement Priority 4) * Develop a consistent approach within nursery when assessing and recording children’s progress, ensuring that next steps develop the foundational skills required within Early Level * Develop and embed a consistent approach in the nursery setting with regard to implementation of Growth Mindset, in line with whole school priorities which ensures an appreciation of pedagogical approaches within the Early Years curriculum * Ensure the nursery team prioritise educational approaches to underpin their practice | | |

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| **Pupil Equity Fund 2017-2018 (Budget £)**  **Evaluation of Intervention Impact** |
| **Plan 1a: Literacy Interventions - Literacy Box 1&2/Toe by Toe/Read Write Inc. /Fresh Start**  **·**     **To provide high-quality training and on-going support for Kaimhill PSAs to ensure a noticeable, positive impact on pupil learning and achievement.**  **·**     **Increase acquisition of literacy skills of all targeted pupils.**  **·**     **Increase word-attack skills of all targeted pupils with at least 70% attaining an increase in mispronunciations and a decrease in word substitution and word refusal.** |
| **Impact and Evidence** ***Planned work negatively impacted by slow recruitment process – PEF PSA in place by February 2018.***       The PSAs took part in an intensive block of training for the following literacy interventions:  1.     Toe by Toe  2.     Read Write Inc.  3.     Fresh Start  4.     Literacy Box 1 & 2  5.     Active Literacy strategies - Diacritical marking and Elkonin boxes  ·     Tracking of assessments and professional dialogue of the targeted group indicate pupils are making average to significant progress  ·     After analysing the YARC Assessment results of the targeted group, reading-rates, refusals and substitutions have decreased. Mispronunciations and comprehension scores have increased, indicating that word-attack skills have improved, which has therefore had a positive effect on the pupils’ ability to read and comprehend  ·     The targeted group of pupils have not only improved their word-attack and literacy skills but their attitude, behaviour and self-confidence have also increased  ·     Class teachers have reported that the pupils are more settled in the morning on their return to class and are much more emotionally prepared for the day ahead  ·     PSAs have reported increased confidence and empowerment when working with pupils with significant literacy difficulties and have observed the increase in attainment of the targeted group of pupils. This is due to the highly-structured and cumulative nature of the interventions, which also include regular assessment, to ensure that the pupils are always working at the correct level  ·     Parents have reported improvements in self-esteem, attitude towards school and greater interest in books at home/library       The interventions will continue to be used for pupils in P6/P7 and extended to pupils in P2/P3/P4/P5. A targeted group of pupils will be chosen when reading assessments indicate a significantly higher percentage of refusals and substitutions in comparison to mispronunciations and an overall reading age that is one/two years below chronological age. In studies of reading disorders, performing more than two years below chronological age is considered to constitute a severe literacy disorder, therefore this categorisation has been adopted   * 86 pupils have undertaken the YARC, Read Write Inc. and Fresh Start assessments |
| **Plan 1b: Numeracy Interventions - Numeracy Box 1/Plus 1/Power of 2**  **·**     **To provide high-quality training and on-going support for Kaimhill PSAs to ensure a noticeable, positive impact on pupil learning and achievement**  **·**     **Increase acquisition of numeracy skills of all targeted pupils with at least 70% attaining an increase in their number age** |
| **Impact and Evidence**    Tracking of assessments and professional dialogue of the targeted group will be collated next session using the ‘**Basic Number Screening Test’.** The ‘Basic Number Screening Test’ is a quick, reliable assessment focusing on children's understanding of number and number operations.      The PSAs took part in an intensive block of training for the following numeracy interventions:  1.     Numeracy Box 1 &2  2.     Plus 1  3.     Power of 2  ·     The interventions will be used for pupils in P6/P7 and extended to pupils in P2/P3/P4/P5. A targeted group of pupils will be chosen when maths assessments indicate an overall number age that is one/two years below chronological age and a score below the 20th centile. All pupils scoring below the 30th percentile will require support. For those scoring below the 20th centile, this should be targeted support. |
| **Plan 2: Barnardo’s Family Support Worker – Northern Star Project**  **Family Support Worker to engage families on a regular basis to ensure children improve punctuality, attendance, engagement and participation across the school. The key drivers for intervention are:**   * **Educational concerns** * **Emotional concerns** * **Behavioural concerns** * **Family concerns**   **The focus of support will be responding to children’s attainment needs and offering holistic support, either within the school environment or outwith this location i.e. a child’s home. An asset and strengths-based approach will be used by the Barnardo’s service to engage with children and their families to support and explore the difficulties they present.** |
| **Impact and Evidence**  ***Work negatively impacted by resignation of part-time worker (18.5hrs) in April 2018. Full time worker now in place for 2018/19. Head teacher has been working with Barnardo’s staff to look at SMARTER measures linked to school outcomes and Leuven Scale.***   * Oct-April 8 youngsters (4 families) referred to service – 2 leaving in March 2018 * Data from Barnardo’s worker indicates all pupils engaged positively with the support * Dialogue with and written reporting from Barnardo’s staff evidences 100% engagement from all families. Almost all parents attended Parents’ Information Meetings and school shows/assemblies relating to their youngsters * Health and Wellbeing data measured using Barnardo’s outcomes linked to SHANARRI wellbeing indicators indicates a sustained impact for targeted pupils with scores of 4 or 5 for almost all pupils showing the need for further focused intervention(s) * Group work undertaken in school with two focus groups concentrating on social skills, friendship qualities and team work. 100% engagement by all participants and positive feedback from the sessions from all individuals. Dialogue with class and playground staff evidences improved understanding of social skills from these youngsters and their ability to apply these in learning and teaching environments. * Barnardo’s worker has engaged with Kaimhill Defenders and provided training to PSA staff to grow a culture of nurture with a focus on Children’s Rights * Barnardo’s development work around targeted baseline/ongoing questionnaires with teaching staff will more robustly capture impact moving forward |
| **Plan 3: Storyteller**   * **Provide pupils with a richer school experience which promotes increased confidence in literacy, enhanced vocabulary and nurtures emotional wellbeing through weekly sessions with resident storyteller** |
| **Impact and Evidence**   * Pupils in Primaries 1 - 4 targeted for small group work focusing on EAL, literacy and social skills development   **Primary 1 & 2 Groups**: Health and Wellbeing data measured using outcomes linked to SHANARRI wellbeing indicators indicates a positive impact for most targeted pupils with end scores of 3 - 5 showing growth in confidence, engagement and enjoyment  **Primary 3 & 4 Groups**: Health and Wellbeing data measured using outcomes linked to SHANARRI wellbeing indicators indicates a positive impact for targeted pupils with scores of 4 or 5 for almost all pupils showing growth in confidence, engagement and enjoyment.   * Additional weekly session provided to targeted Primary 6 pupils due to ongoing PEF underspend last session. Focus on story structure, presentation and performance with feedback from staff and pupils indicating increased confidence and enjoyment for all participating youngsters * Weekly Storytelling Lunchtime club offered with nearly all participating pupils winning an award at the Traditional Music and Song Associating Storytelling competition * Feedback from teaching staff and ongoing dialogue with our storyteller has highlighted the scope of this intervention as having been too ambitious. We require to focus on fewer targeted pupils with tighter impact measures which identify impact beyond the group setting – linked to the Leuven Scale |

**Core Quality Indicator Evaluations – School**

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| **Quality Indicator** | **School Self-Evaluation** |
| * 1. **Self-evaluation for self-improvement** | **4** |
| **1.3 Leadership of change** | **4** |
| **2.3 Learning, teaching and assessment** | **4** |
| **3.1 Ensuring wellbeing, equity and inclusion** | **5** |
| **3.2 Raising attainment and achievement** | **3** |

**Core Quality Indicator Evaluations – ELCC (where appropriate)**

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| **Quality Indicator** | **ELCC Self-Evaluation** |
| **1.1 Self-evaluation for self-improvement** | **3** |
| **1.3 Leadership of change** | **3** |
| **2.3 Learning, teaching and assessment** | **4** |
| **3.1 Ensuring wellbeing, equity and inclusion** | **4** |
| **3.2 Securing Children’s Progress** | **4** |

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| **6** | **Excellent** | **outstanding sector leading** |
| **5** | **Very Good** | **major strengths** |
| **4** | **Good** | **important strengths with some aspects for improvement** |
| **3** | **Satisfactory** | **strengths just outweigh weaknesses** |
| **2** | **Weak** | **important weaknesses** |
| **1** | **Unsatisfactory** | **major weaknesses** |

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| **Capacity for continuous improvement statement** |
| Evaluation from the 2017 -18 School Improvement Plans evidences that Kaimhill School has significant capacity for continuous improvement. Attainment, over all, has been raised and plans are in place to support areas where concerns have emerged. Interventions are having a positive impact on learners and our Support for Learning lead is well placed to develop ongoing approaches to ensure the Pupil Equity Fund legacy will be sustainable – highly trained, upskilled Pupil Support staff are key to this sustainability. The number of pupils with additional support needs remains high and we continue to amend and adapt our practice to meet their needs. Supportive relationships are in place between the Senior Leadership Team and staff across the school community and teaching staff are comfortable discussing pupil learning. They take assessment data into account and are committed to improving their understanding of literacy and numeracy progressions to keep pupil learning in line with potential.  An ethos of nurture and collegiality underpins our working together. Our shared vision and undertaking of professional responsibilities to meet improvement priorities results in positive outcomes for our youngsters. Senior leaders create conditions where most staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change. Senior leaders effectively guide and manage the strategic direction and pace of change. Staffing across the school and classes has been stable this session. Staff are well-informed and have protected time to engage in professional dialogue and learning so they can take ownership of change. The nursery has had a very unsettled year with an acting Principal Teaching managing understaffing on a daily basis. Long-term ill-health and resignations have fragmented the Nursery Team and negatively impacted on leadership and pace of change. Next session, a newly appointed nursery teacher, a bespoke Growth Mindset programme and focused SLT time to develop the Early Level curriculum within the nursery setting will address the highlighted concerns.  Elected House Captains have a strong voice and have an increasing role in school leadership which will be extended. Pupil Groups are more embedded but there is scope to improve the impact of their voice through pupil-led activities which have clearer outcomes that can be shared more widely across our school community.  Staff lead on a range of curricular areas and initiatives with key leaderships roles in SfL, Digital technologies, Literacy, Numeracy and Health and Well-being.  The Pupil Equity Fund continues to provide a significant opportunity to ensure that the *excellence and equity* agenda underpins our continued working together and brings about positive change across the entire learning community. Key areas of improvement for next session will be:   * Further development of our curriculum rationale and design - taking account of the school’s unique context, review and continue to develop the curriculum to ensure all children can access the totality of their entitlements through well-planned, creative and progressive experiences * Continue to develop, share and implement a consistent approach to AifL/formative assessment across the school so that children can have increased leadership, ownership and responsibility in planning their learning, including setting success criteria, and next steps in their learning * Ensure that as a whole school community we understand the emotional needs of our youngsters and their families, the impact of ACEs and childhood trauma and develop an informed and effective response which builds learner resilience and promotes a strong foundation upon which to deliver equity and excellence for all learners during 2018-19 and beyond |

**IMPROVEMENT PLAN 2018-2019**

**Kaimhill School**



**PART TWO: School Improvement Plan 2018-2019 - Key Priorities informing Improvement Planning (National, Local and Service /School)**

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| **National Priorities** | **Local Authority Priorities** | **Agreed service / school priorities** |
| **Cross cutting themes** | * Expand Early Learning and Childcare by 2020 * Utilise Partnership Forums to address the 4 NIF priorities * Establish Aberdeen as a UNICEF Child Friendly City * Continue to refine approaches to GIRFEC to improve the outcomes of children and young people | * Expansion of Early Learning and Childcare * Increased collaboration across schools and ASGs * Improvement Methodology |
| **NIF Priority 1:**  Improvement in attainment, particularly in literacy and numeracy | * Locality Plans seek to increase attainment of children in Priority Areas on entry to P1 | * Numeracy * Early Years’ Literacy * Curriculum Design and Rationale (continued) |
| **NIF Priority 2**:  Closing the attainment gap between the most and least disadvantaged children | * Close the Gap through effective multi-agency working * Increase data literacy at all levels of the system | * Closing the Poverty Related Gap – Measures and Outcomes |
| **NIF Priority 3:**  Improvement in children and young people’s health and wellbeing | * Improve mental health services, decrease rates of teenage pregnancy and reduce instances of bullying * Increase access to high quality play experiences and effectively utilise outdoor space * Reduce youth crime * Embed UNCRC Rights agenda across the City and increase pupil participation in decision making | * Adverse Childhood Experiences |
| **NIF Priority 4:**  Improvement in employability skills and sustained, positive school-leaver destinations for all young people | * Provide age appropriate employment skills for children and young people in schools * Survey aspirations to sharpen our pre and post school supports * Expand and improve post school learning and employment opportunities for children and young people | * Learner Pathways |

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| **2018-2019 Improvement Priority 1:**  Improvement in attainment, particularly in literacy and numeracy | | | | |
| **NIF Priority**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people | | | **F:\Aberdeen City\SQUIP\NIF-diagram.gif NIF Driver**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School Improvement * Performance Information | |
| **LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:**  • Children are safe and responsible  • Children are getting the best start in life  • Children are respected, included and achieving | | | **The ICS primary drivers have guided the formation of 4 key priorities for action:**   * Closing the Gap * Youth engagement and inclusion * Health and wellbeing * Community safety and environment | |
| **HGIOS?4 QIs** | | | | |
| * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   4. Leadership of management and staff   5. Management of resources to promote equity | 2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships | | | 3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  3.2 Securing children’s progress (ELC)  3.3 Increasing creativity and employability |
| **Curriculum for Excellence – Entitlements for all children and young people** | | | | |
| **1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.**  **2. Every child and young person is entitled to experience a broad general education.**  **3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.** | | **4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.**  **5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide.**  **6. Every young person is entitled to support in moving into a positive and sustained destination.** | | |

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| I**mprovement Priority 1:**  Improvement in attainment - literacy and numeracy  **Lead Responsible: Susie Webster, Diane Rough, Debbie Dingwall**  **Partnership Forum:** | | **Expected Outcome(s) for whom, by when, by how much?**   * **By June 2019, all staff will have increased confidence and working knowledge of literacy progressions to inform moderation and professional judgement of levels** * **In listening and talking, all pupils will make progress with attainment in P1, P4 and P7 reaching at least 85% by June 2019** * **In reading, all pupils will make progress with attainment: P1 at least 85%, P4 at least 80% and P7 at least 75% by June 2019.** * **In writing, all pupils will make progress in levels of attainment: P1 and P4 at least 80% and P7 reaching at least 75% by June 2019** | | | | | |
| **Impact Measures How will we know?**  **E.g.**  **Attainment**  **Attendance**  **Inclusion / Exclusion**  **Engagement**  **Participation**  **Consultation; Professional Dialogue**  **Self-Evaluation; HGIOS 4; HGIOURS**  **Voting Tokens** | **Specific Actions** | | **QI 1.5**  **Management of resources to promote equity** | | **QI 1.3 Leadership of change** | **Timescale** | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Actioned** |
| **Tasks to Achieve Priority 1a** | | **PEF/ SAC** | **Resource** | **Who?** | **By When?** |  |
| * Staff confidence in literacy audit – curriculum progressions, benchmarks and moderation (challenge questions) completed Sept’18 and May ’19 to measure impact | Collegiate Meeting – further engagement in literacy progressions and benchmarks to support staff in planning relevant learning and assessments across reading, writing and listening and talking.  QI 1.3 Collective responsibility in the process of change to implement and evaluate the impact. Creation of a Staff Leadership Group | |  | **CLPL** | SLT  Staff leadership Group | May ‘19 |  |
| * Teacher’s planning * Self-evaluation: HGIOS4; HGIOELCC * Nursery/Classroom monitoring | Collegiate Meeting – use of literacy progressions in partnership with Es and Os for planning, benchmarks for assessment to support moderation and professional judgement of a level. Link with IDL topics. | |  | **CLPL** | SLT  All staff | Sept’ 18 |  |
| * Pupils’ engagement in story-telling sessions (Leuven Scale) * Tracking of all pupils’ progress in CfE listening and talking | **Listening and Talking**  Implement sessions with story-teller for targeted pupils to improve the range and use of vocabulary for identified pupils at all stages  Listening & Talking rubrics linked to Benchmarks created and completed for each pupil – *(Visible Learning – EiA1)* | | PEF |  | DHT – all teaching staff | **May ‘19**  **Sept ‘18** |  |
| * Tracking of Nursery and P1 pupils’ progress in development of emerging literacy skills * Observations, dialogue around planning, self-evaluation of the SQIP and monitoring and tracking conversations | Identify the impact of a whole-school approach to literacy, language and communication - monitor ongoing progress of children who have transitioned from P1 into P2 August 2018  Deliver introductory Family Learning Workshop(s) on Emerging Literacy for P1 pupils (August 2018 intake)  Continue to implement and monitor the impact of the *‘Bumps 2 Bairns’* programme in the Nursery setting  Develop a consistent approach within Nursery when assessing and recording children’s progress, ensuring that next steps develop foundational skills required within Early Level | |  | CLPL | SLT  Principal Teacher,  Nursery Team & Early Level staff | **May ‘19** |  |
| * Reading ages of targeted pupils recorded at the beginning and end of intervention, using a standardised assessment – YARC. This assessment offers a reliable way of benchmarking a pupil’s performance before intervention and an equally reliable way of assessing the impact of that intervention at a later date. * Fresh Start/Read Write Inc Placement and tracking assessments for targeted pupils * Targeted pupils have increased level of engagement, participation and accuracy (data recorded at regular intervals using The Leuven Well-being and Involvement Scales) * Tracking of progress of targets set for targeted pupils in CfE levels in Reading (progression frameworks used) | **Reading**  DHT to regularly review training needs with PSAs  SfL to continue to support the training of PSAs, referring to the findings of the EEF guidance reports, ‘Making Best Use of Teaching Assistants’ and ‘Improving Literacy’ SfL to ensure that adopted reading interventions are highly structured with reliable evidence of effectiveness  SfL to work with PSAs in order to develop understanding of a scaffolding framework in order to encourage independent learning | | PEF | SfL to train additional PSAs | D. Dingwall  DHT  PSA staff | **May ‘19** |  |
| * Maths ages of targeted pupils recorded at the beginning and end of intervention, using a standardised assessment - Basic Number Screening Test. This assessment offers a reliable way of benchmarking a pupil’s performance before intervention and an equally reliable way of assessing the impact of that intervention at a later date * Targeted pupils have increased levels of engagement, participation and accuracy (data recorded at regular intervals using The Leuven Well-being and Involvement Scales) * Tracking of progress of targets set for targeted pupils in CfE levels in Maths (progression frameworks used) | **Maths**  DHT to regularly review training needs with PSAs  SfL to continue to support the training of PSAs, referring to the findings of the EEF guidance report, ‘Improving Mathematics in Key Stages 2 and 3’. ‘Early Maths’ will be available in Spring 2019 SfL to ensure that adopted reading interventions are highly structured with reliable evidence of effectiveness. SfL to refer to ‘What Works for Children with Mathematical Difficulties? The effectiveness of intervention schemes’ by Ann Dowker, University of Oxford | | PEF | SfL to train additional PSAs | D. Dingwall  DHT  PSA staff | May ‘19 |  |
| * Professional dialogue linked to moderation of pupils’ writing linked to benchmarks (recorded at key points across a range of genres) * Tracking of progress of all pupils on CfE levels in Writing * Tracking of progress of targeted group in set targets for CfE levels in Writing | **Writing**   * Focus on relevant and interesting contexts for all (link with IDL) * Ensure a range of writing styles across the year for all * Use of progression frameworks and benchmarks for moderation * Targeted group - digital technologies being used effectively to support pupils who find writing challenging | |  | CLPL  All Staff | SLT  All staff | **Dec’18** |  |
| * Tracking of progress in literacy leading to increased attainment | Professional Dialogue – data linked to attendance and engagement of targeted pupils  Link with 2.2 curriculum and 2.3 learning, teaching and assessment | |  | CLPL Professional Dialogue | SLT / Class Teachers | May’18 – June’19 |  |
| * Pupils’ participation in evaluation of learning linked to literacy and numeracy supporting increased engagement in learning (Leuven Scale and pupil dialogue) | Initial implementation of resource with targeted group - Pupil Council with HT  QI2.2, QI2.3  Visible Learning – Evidence into Action 1 & 2   * Student Interview Questions/Video Diary – The Visible Learner * Student Focus Groups/Walkthroughs – Inspired and Passionate Teachers | | PEF | CLPL Professional Dialogue | SLT / Pupil Council  All staff | Sept ‘18 – June’19 |  |

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| **2018-2019 Improvement Priority 2:**  Closing the attainment gap between the most and least disadvantaged children in Kaimhill School. | | | | | |
| **NIF Priority**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people | | | | **F:\Aberdeen City\SQUIP\NIF-diagram.gif NIF Driver**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School Improvement * Performance Information | |
| **LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:**  • Children are safe and responsible  • Children are getting the best start in life  • Children are respected, included and achieving | | | **The ICS primary drivers have guided the formation of 4 key priorities for action:**   * Closing the Gap * Youth engagement and inclusion * Health and wellbeing * Community safety and environment | | |
| **HGIOS?4 QIs** | | | | | |
| * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   4. Leadership of management and staff   5. Management of resources to promote equity | 2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships | | | | 3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  3.2 Securing children’s progress (ELC)  3.3 Increasing creativity and employability |
| **Curriculum for Excellence – Entitlements for all children and young people** | | | | | |
| **1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.**  **2. Every child and young person is entitled to experience a broad general education.**  **3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.** | | **4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.**  **5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide.**  **6. Every young person is entitled to support in moving into a positive and sustained destination.** | | | |

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| I**mprovement Priority 2:**  Closing the attainment gap between the most and least disadvantaged children in Kaimhill School  IMPROVING THE QUALITY OF LEARNERS’ ACHIEVEMENTS AND PROMOTING EQUITY FOR ALL  **Lead Responsible: Susie Webster- HT/Diane Rough - DHT**  **Partnership Forum :** | |  | **Expected Outcome(s) for whom, by when, by how much?**   * **By June 2019, all staff will have increased understanding and confidence of Outcomes and Measures relating to the range of interventions in place** * **100% of targeted pupils and families are engaging with the Barnardo’s worker and increasingly able to talk positively about their school experiences. Scaling techniques used by Barnardo’s worker, including Leuven Scale, evidence improvements in Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation as relevant by June 2019** * **Developing assessment capable learners - all children have increased leadership, ownership and responsibility in planning their learning, including setting success criteria, and next steps in their learning – using V.L. measures** * **In Reading, 75% of the targeted group of pupils make progress towards achieving expected Tools for Reading benchmarks for First and Second Level by June 2019** * **In Numeracy, 75% of the targeted group of pupils make progress towards achieving expected benchmarks for First and Second Level by June 2019** | | | | | |
| **Impact Measures How will we know?**  **Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4** | **Specific Actions** | | | **QI 1.5**  **Management of resources to promote equity** | | **QI 1.3 Leadership of change** | **Timescale** | **Progress** |
| **On Track** |
| **Tasks to Achieve Priority 2** | | | **PEF/ SAC** | **Resource Time / People** | **Behind Schedule** |
| **Not Actioned** |
| * Increased understanding of ‘Outcomes and Measures’ through Staff Professional dialogue and self-evaluation | Attendance of members of SLT to attend HT Improvement Event(s) focusing on ‘Outcomes and Measures’  Disseminate to PEF leaders and class teachers  Growth Mindset workshops with SLT/staff  Visible Learning – EiA1& 2 | | | **PEF** | **CLPL**  Dr. JP Fitzpatrick –TeachMindset | SLT  All staff | **Dec ‘18** |  |
| * SLT engagement and increased confidence in ‘Improvement Methodology’ through professional dialogue | SLT attendance at authority led training events | | |  | CLPL | SLT | **Dec ‘18** |  |
| * School pupils can give effective feedback to their peers on how they can improve, use learning intention and success criteria at all stages to articulate their learning journey and have a clear sense of the purpose of their learning * Baseline and ongoing assessment data, self-evaluation consultation and professional dialogue | Visible Learning - Appointment of Impact Coaches (teaching staff) QI 1.3 Collective responsibility in the process of change to implement and evaluate the impact  AifL Pupil targets – feedback – next steps  Growth Mindset  Visible Learning – EiA1: Effective Feedback – Feedback Observation/School Feedback, Walkthroughs, Survey Report and EiA2  Develop and embed a consistent approach in the nursery setting to the implementation of Growth Mindset, in line with whole school priorities which ensures an appreciation of pedagogical approaches within the Early Years curriculum  Ensure the nursery team prioritise educational approaches to underpin their practice | | | **PEF** | Jill Doyle - Osiris | SLT  Teaching Staff (ASG)  Impact Coaches | **June ‘18** |  |
| * Tracking of Nursery pupils’ progress, Teacher’s planning, Self-evaluation: HGIOELCC * Nursery monitoring | Develop a consistent approach within Nursery when assessing and recording children’s progress, ensuring that next steps develop the foundational skills required within Early Level | | |  | Time  People  CLPL | Principal Teacher  Nursery Staff | **May ‘19** |  |
| * Baseline and ongoing assessment data, self-evaluation consultation. * School referral documentation | Update assessment procedures across school to ensure consistency and shared school practice   * **Numeracy –** Basic Number Screening Test * **Spelling -** HAST- 2 * **Reading -** Salford Reading Test   Create a Kaimhill *Continuum of Support* which highlights pathways of support available at School, Partnership Forum and ACC levels for Universal, Targeted or Specialist interventions | | |  | Time | DHT/SfL Teacher | **Oct’ 18** |  |
| * Improvements in Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation as relevant * Consultation, Professional Dialogue, Self-Evaluation, Case reviews, * SHANARRI/Improved HWB outcomes | **Whole Family support for targeted families – Primaries 1 – 7**  **1-2-1 Support**  **Group work**  Support focus will be response to children’s attainment needs and offering holistic support, either within the school environment or out with this location i.e. a child’s home. An asset and strengths-based approach is used to engage with children and their families to support and explore the difficulties they present. | | | PEF | CLPL | Christine Bell | **May ‘19** |  |
| **Monitoring Progress and Evaluating Impact**  *(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)* | | | | | | | | |
| **Impact and Evidence: Priority 2** | | | | | | | | |

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| I**mprovement Priority 3:**  Improvement in children and young people’s health and wellbeing  **Lead Responsible: Susie Webster – Head Teacher**  **Partnership Forum : Lynsey Still – Educational Social Worker, Jayne MacDonald – Educational Psychologist, Melanie Duncan – Barnardo’s, Kathleen Singer – Aberdeen Foyer** | | **Expected Outcome(s) for whom, by when, by how much?**   * **By June 2019 all staff will have raised awareness and understanding of the impact of Adverse Childhood Experiences and confidently engage in Trauma Informed Practice** * **By June 2019 all staff will have increased ability to respond to and mitigate against the impact of ACEs** * **Targeted pupils are engaging with the AFC Community Coach and increasingly able to talk positively about their school experiences. Scaling techniques used by AFC worker, including Leuven Scale, evidence improvements in Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation as relevant by June 2019** * **100% of targeted group will demonstrate improved personal and social skills by June 2019** | | | | | |
| **Impact Measures How will we know?**  **Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4** | **Specific Actions** | | **QI 1.5**  **Management of resources to promote equity** | | **QI 1.3 Leadership of change** | **Timescale** | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Actioned** |
| **Tasks to Achieve Priority 3** | | **PEF/ SAC** | **Resource Time / People / CLPL** | **Who?** | **By When?** |  |
| * Collaboration and engagement with research which increases professional confidence in Trauma Informed Practice through professional dialogue and self-evaluation | Creation of ACEs Focus group from Partnership Forum colleagues to explore, develop and deliver Trauma Informed Practice at Kaimhill School. | |  | CLPL | Head Teacher  Partnership Forum Colleagues | Sep’18 |  |
| * Increased understanding of Adverse Childhood Experiences and Trauma Informed Practice through staff professional dialogue consultation and self-evaluation | Staff engagement in direct input or training sessions:   * Exploring beliefs and mind-sets * Understanding how relationships with adults affect children’s brain development * The neuroscience of learning and development * Trauma – the impact of toxic stress on brain and body * Developing skills in promoting healthy brain development * Building Resilience | | PEF | CLPL  Time | SLT  Partnership Forum Colleagues  All staff | May ‘19 |  |
| * Consultation, Exit tokens, Evaluation | Parental engagement event(s) to support understanding of child and brain development and help them to respond to their child’s needs and build stronger attachments and relationships | |  | Time/People | SLT  Focus Group | May ‘19 |  |
| * Baseline and end of term assessment – Leuven Scale (Dec, March & June) * Tracking using SHANARRI Wellbeing Indicators * Tracking of wider data linked to Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement and Participation * Feedback from school staff around concentration and enthusiasm when participating in school activities. | **AFC Breakfast Club** - Early morning coaching session and breakfast provision for targeted pupils  **AFC Footy Tea -**  After school education programme to enhance learning followed by dinner provision promoting life skills for targeted pupils  **Red Start –** Football, Fitness and Fun  Physical activity with integrated health and wellbeing messages for identified groups pf pupils. Includes stadium tour and match day tickets  **Better Playground Play** – Promoting positive behaviour through football. Physical activity with integrated messaged including resilience, respect and tolerance | | PEF  15 000 |  | AFC Community Coach – David Clark |  |  |
| **Monitoring Progress and Evaluating Impact**  *(To be completed during the course of the session to inform the audit for SQIP 2019-2020)* | | | | | | | |
| **Impact and Evidence: Priority 3** | | | | | | | |

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| **2018-2019 Improvement Priority 4:**  Improvement in employability skills and sustained, positive school-leaver destinations for all young people. | | | | |
| **NIF Priority**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people | | | **F:\Aberdeen City\SQUIP\NIF-diagram.gif NIF Driver**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School Improvement * Performance Information | |
| **LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:**  • Children are safe and responsible  • Children are getting the best start in life  • Children are respected, included and achieving | | | **The ICS primary drivers have guided the formation of 4 key priorities for action:**   * Closing the Gap * Youth engagement and inclusion * Health and wellbeing * Community safety and environment | |
| **HGIOS?4 QIs** | | | | |
| * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   4. Leadership of management and staff   5. Management of resources to promote equity | 2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships | | | 3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  3.2 Securing children’s progress (ELC)  3.3 Increasing creativity and employability |
| **Curriculum for Excellence – Entitlements for all children and young people** | | | | |
| **1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.**  **2. Every child and young person is entitled to experience a broad general education.**  **3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.** | | **4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.**  **5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide.**  **6. Every young person is entitled to support in moving into a positive and sustained destination.** | | |

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| I**mprovement Priority 4:**  Improvement in employability skills and sustained, positive school-leaver destinations for all young people  **Lead Responsible:**  **Partnership Forum (where appropriate):** | | **Expected Outcome(s) for whom, by when, by how much?**   * **All staff have increased confidence in planning and delivering the curriculum for children with links to the world of work by June 2019.** * **All nursery and school children will benefit from improved opportunities to access their curricular entitlements which reflect Principals of Curriculum Design, the 4 contexts for learning and the 4 capacities, by June 2019.** | | | | | |
| **Impact Measures How will we know?**  **Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4** | **Specific Actions** | | **QI 1.5**  **Management of resources to promote equity** | | **QI 1.3 Leadership of change** | **Timescale** | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Actioned** |
| **Tasks to Achieve Priority 4** | | **PEF/ SAC** | **Resource Time / People / CLPL** | **Who?** | **By When?** |  |
| Teacher confidence questionnaire – IDL / Curriculum Development  Teacher Planning – fully reflecting Principles of Curriculum Design  Self-Evaluation  Professional Dialogue/Staff focus groups  HGIOS4; HGIOELCC; HGIOURS | * Evaluate curriculum progress to date: Nursery and School * Identify key tasks for continued development of progressions and relevant themes linking to the uniqueness of Kaimhill School and world of work | |  | CLPL  Time  People | SLT  All teaching staff | Dec ‘18 |  |
| * Update curriculum design across nursery and classes – initial focus on HWB and IDL | |  | CLPL  Time  People | DHT/PT  All teaching staff | April ‘19 |  |
| * Develop whole school IDL contexts based on curriculum progressions, with Es and Os being used for planning and benchmarks for assessment implemented in all classes | |  | CLPL  Time  People | DHT  All teaching staff | April ‘19 |  |
| * Provide learners with increased opportunities for pupil-led learning (links with Priority 2) | |  | Visible Learning | All teaching staff | Termly |  |
| * All staff to engage in progression frameworks to support planning, assessment and moderation across all curricular areas | |  | Time  People | All teaching staff | June ‘19 |  |
| **Monitoring Progress and Evaluating Impact**  *(To be completed during the course of the session to inform the audit for SQIP 2019-2020)* | | | | | | | |
| **Impact and Evidence: Priority 4** | | | | | | | |

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| **Pupil Equity Fund Budget Allocation April 2018 - £ 94 000** |
| **Pupil Equity Fund Rationale 2018-2019**  **‘All our work to interrupt the cycle of deprivation and its impact on children’s progress’**  **Rationale of how you plan to use Pupil Equity Funding to provide ‘additionality’ to core service delivery in new or enhanced activity to close the poverty related gap. A clear contextual analysis which identifies the poverty related attainment gap and plans must be based on evidence of what is known to be effective at raising attainment for children affected by poverty. E.g. EEF (Education Endowment Foundation)** |
| 1. **Key Areas: Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement; Participation** |
| **Achieving Equity - Identified gap(s) to raise attainment; Targeted Interventions; Quintiles / Deciles**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | SIMD Deciles  **Achieved June 2018**  **Last session**  **National Average 16/17** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | Kaimhill School | 0.0% | 0.4% | 19.1% | 50.4% | 0.7% | 25.9% | 0.4% | 0.7% | 0.7% | 1.4% | | Aberdeen City Schools | 1.7% | 10.3% | 14.6% | 10.0% | 7.8% | 5.1% | 6.6% | 9.1% | 10.1% | 24.3% |   **Attainment Data**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Reading – Achieving and Exceeding Total Percentage** | **Writing- Achieving and Exceeding Total  Percentage** | **Talking and Listening – Achieving and Exceeding Total Percentage** | **Numeracy- Achieving and Exceeding Total Percentage** | | **Early Level**  **P1** | **83% +**  **68%**  **80%** | **79% +**  **62%**  **77%** | **81% +**  **64%**  **85%** | **87% +**  **66%**  **83%** | | **First Level**  **P4** | **79.5% +**  **58%**  **77%** | **61.5% +**  **58%**  **71%** | **92% +**  **89%**  **83%** | **69% +**  **61%**  **75%** | | **Second Level**  **P7** | **58.5% -**  **84%**  **76%** | **56% -**  **84%**  **69%** | **71% -**  **92%**  **81%** | **54% -**  **87%**  **70%** |   **Our Gap**  We have refined approaches and \*identified our gap at Kaimhill School using the following revised criteria.  Pupils targeted for intervention are …  Free school Meals and/or SIMD 1-4 **AND** not achieving expected CfE levels for Reading, Writing, Listening & Talking and Numeracy   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Session 2017-2018**  **Percentage of \*identified pupils (P1, P4 and P7) achieving national expectations of CfE** | | | | | | | | | | Number of \*identified pupils | Numeracy- Achieving and Exceeding | | Talking and Listening – Achieving and Exceeding | | Reading – Achieving and Exceeding | | Writing- Achieving and Exceeding | | | **No.** | **%** | **No.** | **%** | **No.** | **%** | **No.** | **%** | | Primary 1  11 pupils of 39 | **6** | **54.5%** | **5** | **45.5%** | **5** | **45.5%** | **3** | **27.2%** | | Primary 4  14 pupils of 38 | **4** | **28.5%** | **13** | **92.8%** | **9** | **64.2%** | **2** | **14.2%** | | Primary 7  21 pupils of 41 | **2** | **9.5%** | **14** | **66.6%** | **6** | **28.5%** | **7** | **33.3%** | | **Session 2017-2018**  **Percentage of \*identified pupils across the school achieving national expectations of CfE** | | | | | | | | | | Total no. of \*identified pupils | Numeracy- Achieving and Exceeding | | Talking and Listening – Achieving and Exceeding | | Reading – Achieving and Exceeding | | Writing- Achieving and Exceeding | | | **No.** | **%** | **No.** | **%** | **No.** | **%** | **No.** | **%** | | **109** | **34** | **31.1%** | **59** | **54.1%** | **26** | **23.8%** | **24** | **22%** | |
| **Analysis of data indicates**  ***Delivery of the PEF plan at Kaimhill School in 2017-18 was fragmented for a range of reasons with staff recruitment and retention highlighted as a key barrier to its progress and resulting data. As a result, all plans from last session will carry forward with money carried over available for further whole school training and interventions to promote the sustainability of PEF work and achievement of equity for all youngsters.***   * We require to develop more focused measures and outcomes to robustly evidence raised attainment and achievements for smaller groups of targeted pupils. Data collated above would suggest the attainment gap has widened. School staff need to be more robust in identification of target groups as there is consensus that the initial criteria applied to identify our gap were too broad * All staff working with targeted youngsters should gain a clearer understanding of their learning gaps and clarity around attainment, attendance, exclusion, engagement and participation needs * Learning/training to be undertaken around the impact of ACEs and childhood trauma as an underpinning feature of next session’s development work. This includes our aspiration to support youngsters to feel safe, secure and understood in school with a view to embedding a Growth Mindset approach across the school which supports their development as assessment capable learners who can articulate confidently about their journey as learners * Continued targeted support for hard-to-reach families with more opportunities offered for family engagement and participation in learning and teaching across the range of PEF interventions identified |
| **\*Identified areas for PEF Funding 2018-19 identified from our self-evaluation:** |
| **Plan 1a: Literacy Interventions - Literacy Box 1&2/Toe by Toe/Read Write Inc. /Fresh Start**  **·**     To provide high-quality training and on-going support for Kaimhill PSAs to ensure a noticeable, positive impact on pupil learning and achievement  ·     Increase acquisition of literacy skills of all targeted pupils  ·     Increase word-attack skills of all targeted pupils with at least 70% attaining an increase in mispronunciations and a decrease in word substitution and word refusal. |
| **Plan 1b: Numeracy Interventions - Numeracy Box 1/Plus 1/Power of 2**  ·     To provide high-quality training and on-going support for Kaimhill PSAs to ensure a noticeable, positive impact on pupil learning and achievement  ·     Increase acquisition of numeracy skills of all targeted pupils with at least 70% attaining an increase in their number age |
| **Plan 2: Barnardo’s Family Support Worker – Northern Star Project (Full-time, 2 years TBC)**  Family Support Worker to engage with families on a regular basis to ensure children improve punctuality, attendance, engagement and participation across the school. The key drivers for intervention are:   * Educational concerns * Emotional concerns * Behavioural concerns * Family concerns   The focus of support will be responding to children’s attainment needs and offering holistic support, either within the school environment or out with this location i.e. a child’s home. An asset and strengths-based approach will be used by the Barnardo’s service to engage with children and their families to support and explore the difficulties they present. |
| **Plan 3: Storyteller** – 60 hours   * To provide pupils with a richer school experience which promotes increased confidence in literacy, enhanced vocabulary and nurtures emotional wellbeing through weekly sessions with resident storyteller |
| Drawing from latest theory regarding learner motivation; formative and summative feedback; resilience work, leadership theory and research/publications from Carol Dweck, John Hattie and Shirley Clarke.  **Plan 4a: Visible Learning – ASG Collaboration (2/3 years)**  Staff will:   * Know about the key findings from the VL research to show how to make learning visible, how to apply this research in our school to ensure continuous improvement * Make decisions based on what they know for certain will lead to a growth in student achievement * Ensure all pupils make at least one year's progress for one year's input * Take clear steps to evaluate the impact of what everyone does in our school   **Plan 4b: Growth Mindset delivered by Teachmindset – Nursery and school staff (1 year)**   * Develop a consistent whole school approach to the implementation of Growth Mindset ensuring consistently high aspirations for all pupils and a coherent programme of work to support Senior Leadership ensure a consistent approach to learning and teaching * All pupils will undertake online baseline surveys and evaluation of workshop sessions enabling tracking and monitoring of targeted groups of pupils |
| **Plan 5: Aberdeen FC Community Trust (1 day weekly, 2 years)**  **BETTER PLAYGROUND PLAY** - To deliver a Health and Wellbeing intervention for targeted pupils with a focus on improved engagement and participation resulting in improved social skills and resilience as evidenced by the Leuven Scale for all pupils.  Targeted pupils will demonstrate:   * 100% attendance at weekly Breakfast Club and Footy Tea sessions * Show increased concentration and enthusiasm when participating in school activities * Demonstrate increased confidence and ability to apply identified ‘soft skills’ |

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| **QI 1.2 Leadership of Learning 2018-19**  **Professional Engagement and Collegiate Working – Leadership at all Levels** | |
| **Whole School Initiatives E.g. Working Group; Pupil Groups; Maintenance Areas** | **Leader(s)**  **Promoted and Unpromoted Staff** |
| Literacy Co-ordinator  Numeracy Co-ordinator  HWB Co-ordinator  PE  Continuing 1+2 Modern Languages  Digital Technologies Co-ordinator | Robbie Skinley – P4/5/ Jennifer Creighton – ASN Teacher  Sean Rafferty – Principal Teacher/Tim Whimster – P6/7  Pamela Morrison – ASN Teacher/Elaine Jamieson – P2  Alex Walker – P7  Maria Fraser – P3/4  Katie Westacott – P5/6 |
| Pupil Equity Fund  Learning& Teaching Interventions | Susie Webster – Head Teacher  Diane Rough – DHT  Debbie Dingwall – SfL |
| Visible Learning  Impact Coaches | Susie Webster - Head Teacher (ASG Lead) Diane Rough - DHT   * Teaching staff x3 |
| Adverse Childhood Experiences and Trauma Informed Practice | HT – Working Group with ACC Partnership Forum colleagues/Barnardos |
| Curriculum Rationale and Design | Diane Rough - DHT |
| Pupil Participation   * House Captains * Pupil Council - Engaging in HGIOURS (Pupil Version) * Pupil Groups | Senior Leadership Team  Susie Webster Head Teacher  P4-5 Teaching Staff |
| Nursery and Early Years  (Including Transition) | Fiona Black (0.6) Principal Teacher  Sean Rafferty (0.4) Principal Teacher  Mhairi Hunter – Nursery Teacher |
| Rights Respecting School  Positive Behaviour Policy  Dyslexia Friendly Schools | Diane Rough – DHT/ Jennifer Creighton – ASN Teacher  Staff Group  Debbie Dingwall |

**Summary of Improvement Plan 2018-19 Consultation Process (Including Pupil Equity Funding)**

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| **Participants** | **Engagement Event** | **Date** |
| **Staff**  **SLT** | Staff Meetings in May – School Improvement  Ongoing discussions with SLT  Questionnaires  Visible Learning – Initial Capability Assessment | 29th May 2018  April 2018  26th June 2018 |
| **Children / Young People** | Castle Captain Surgeries and working lunch with SLT  Pupil Voice Questionnaires  Pupil Friendly Plan | 04/10/17, 25/01/18, 23/05/18  May/June 2018  o/s To be developed |
| **Parents** | Parent Council  Questionnaires  Anti-Bullying Workshop  Info re PEF spend | 22nd May 2018  March/April 2018  9th March 2018  o/s To be developed Sept 18 |
| **Partners and Volunteers** | Question Feedback sheet  Info re PEF spend | March/April 2018  o/s To be developed Sept 18 |
| **Associated School Group** | ASG Meeting – SLT Visible Learning Foundation Day and Planning | 8th May 2018 – In-service |
| **Partnership Forum Group** | ASG Partnership discussing ASG priorities – identification of priorities - parental engagement emergent theme. | 1st May 2018, 5th June 2018 |

**Date uploaded onto Kaimhill School website** September 2018

Education Scotland visited Kaimhill School in November 2013. A copy the inspection report can be found at <https://education.gov.scot/inspection-reports/aberdeen-city/5245923>

Kaimhill Nursery was inspected by the Care Inspectorate in November 2015. A copy of the report can be found at

<http://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=280498>