**Standards and Quality Report 2016-2017**

**Improvement Plan 2017-2018**

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| School: Kaimhill School |
| Head Teacher (Acting) : Susie Webster |
| **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.    [**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 Robertsons.  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 2016-2017**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Nursery | P1 | P2 | P3 | P4 | P5 | P6 | P7 | | 80 | 47 | 37 | 37 | 36 | 40 | 40 | 38 |   The current school roll is 274 P1 to P7 pupils and 80 Nursery children - staffing for the school is now appropriate. We look forward to being fully staffed in 2017-18 and positively anticipate the impact this will have on leadership capacity and planned school development. In addition to our 12 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. In line with Aberdeen City Council’s ongoing review of inclusion, we continue to develop more flexible approaches to meeting 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.  22% 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 17% for children in P4-P7. All P1-P3 pupils are entitled to free school meals. 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% | 2.2% | 22.2% | 49.1% | 0.7% | 23.6% | 0.7% | 0.4% | 0.4% | 0.7% | | Aberdeen City Schools | 1.8% | 10.6% | 15.1% | 10.1% | 7.9% | 5.0% | 6.3% | 8.8% | 9.9% | 24.1% |   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’s University.  An embedded programme of self-evaluation and tracking ensures that all learners’ needs are being met and staff work with the Senior Management Team (SMT) to interrogate data around attainment using PIPS, INCAS and Curriculum for Excellence data. Distributive leadership is a continuing strength and staff work together effectively to develop school priorities which support continuous improvements. Following the secondment of the Head Teacher in September 2014, an Acting Head Teacher will continue to lead the school next session supported by the Depute Head Teacher and the Principal Teacher who assumes responsibility for the Nursery. |
| **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. |
| **School vision statement:** |
| *The school aims were reviewed during session 2016/2017*  **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** |

**High Level Review of School Improvement Plan Progress 2016-2017**

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| **2016-2017 Improvement Priority 1: Internet Safety & Responsible Use**  **Digital Technologies & Increasing Creativity Skills** | |
| **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 |
| **HGIOS4 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 |
| **Progress:** **What has taken place? (High level evaluation)**   * 360º Safe Audit complete with all teaching, office and PSA staff. * Digital Technologies resourcing (hardware and apps) – August/September 2016 * Staff Training – Book Creator, Tellagami, Do Ink, iMovie, Garageband, Digital Skills Progression – links made with Aberdeen University to support training * Update of school website and creation of twitter account * **Arts Award Takeover Week – October 2017**   **AIMS: *To discover the school’s true creative potential and build on this; To embed the vision and approach of the Takeover in the ecology of the school; To empower everyone in the school to have the confidence to take creative risks and believe in their ideas.***   * Staff training in Arts Award approach (DHT, P7 & P4 CTs), Development of evaluative approaches, Engagement with parents, ACC partners, university colleagues across session * 360º Safe Audit complete with all teaching, office and PSA staff – April 2017. * Digital Technologies resourcing (hardware and apps) * Staff Training – Book Creator, Tellagami, Do Ink, iMovie, Garageband, Digital Skills Progression * Updated school website and creation of twitter account * Parents invited to creativity afternoon to share learning and success June 2017 | |
| **Impact:** **Evidence of impact**   * E-safety strengths and development areas identified. Action plan and next steps emerged out of audit. * Increased staff confidence using digital technologies which underpins learning. Enhanced engagement and learning opportunities for learners. Training has impacted on practice. * Successful Arts Award week with nearly all staff sustaining the legacy of this through professional targets for next session. * All pupils who participated were awarded with a Discover, Explore or Bronze Arts Award. Significant recognition of achievement at whole-school level. * Positive feedback from parents re. use of twitter and school-website to showcase learning. Increased school links with the community and home. * University paper published showcasing the Arts Award Takeover approach – the first of its kind in a Scottish School. * Classroom observation and professional dialogue evidence increased use of digital technology across school. Staff are using creativity dialogue to underpin some lessons. * Pupil motivation and engagement is high – especially in upper stages classes. Evidence of digital skills being applied across the curriculum and learners taking ownership of their learning. Children benefited from the opportunity and freedom to pursue their personal interests and explore these in a creative manner throughout the Arts Award week and beyond. * Upper stages classes have paired up with lower stages classes to support their learning in digital technologies. * Co-ordinator will attend termly Learning Technology events. * Continue to develop use of Google classroom to support learning, collegiate working together and self-evaluation processes. | |
| **Next Steps:** **To inform Improvement Plan**   * Create 360º Safe committee to lead on e-safety action plan and strategy. * More consistent approach to digital technologies adopted across school – use of Aberdeen City Council Progression Planner by all staff to support this. * Further training delivered by Digital Literacy co-ordinator to support engagement in writing. Further training, as requested, for staff with low-confidence. * Work towards Digital School Award. * Ensure quality assurance processes continue to take account of digital skills and monitor their increased embeddedness across the curriculum – at all stages. * Consider how digital technology can be used more independently by learners to evidence their learning across the curriculum. * Better use of assistive technologies to support leaning for vulnerable and ASN youngsters. i.e.texthelp | |

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| **2016-2017 Improvement Priority 2: Pupil Participation and Children’s Rights** | |
| **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 |
| **Progress:** **What has taken place? (High level evaluation)**   * An initial survey was completed by almost all school staff and almost all pupils from P3 upwards. A selection of P1 & P2 also completed the initial survey. * An initial survey of parents took place asking if they were aware of the UNCRC. * A Rights Respecting Schools Steering Group has been set up and includes 2 teachers, 2 PSAs and 6 pupils. The group meet once per month throughout the school year. The group has worked together to order resources for the school including UNCRC posters which were shared with all the classes. * Pupil Participation Groups have been introduced across P4 – P7 where every pupil is a member of a group. Each group works in collaboration with one of our infant classes. * Almost all staff trained on what the UNCRC is and initial aspects of becoming a Rights Respecting School. * All pupils from P1-P7 have attended various assemblies based on Children’s Rights. * A RRS stand was erected at Parents Night where pupils from the steering group distributed leaflets to parents and carers explaining what the UNCRC is and about RRS. | |
| **Impact:** **Evidence of impact**   * Evidence from initial survey show the following: * Most of the younger children were unsure if they had learned about the convention. The majority of P6 and P7 were aware that they had. Most children knew they had learned about “rights.” * The majority of the pupils know the school is working towards the RRSA. * No children knew about class charters at the time of surveying and staff did not have any charters in place. * The majority of the school community feel that adults and children treat each other with respect. * The majority of children feel they get to make choices about their learning. * The majority of children feel safe in school. * The majority of children feel their teachers listen to their ideas and worries. * P6 and 7 pupils feel their views are taken into account and lead to changes. Younger children were unsure. * Most pupils feel they are involved in the running of the school. * The majority of children know they learn about and help raise money to help children all around the world. * Most staff had not received training on the UNCRC at time of surveying. * Staff either agreed or answered in the middle when asked if the school promoted the principles of the convention. * Kaimhill School has achieved Rights Respecting School Recognition of Commitment Award * Almost all classes have created and refer to their class charter * All school staff are aware of the UNCRC. Almost all pupils are aware of the UNCRC. Some parents are aware of the UNCRC. | |
| **Next Steps:** **To inform Improvement Plan**   * **See rights Respecting School Level 1 Audit and Action Plan** * Continuation of Pupil Participation Groups – this group will undertake work directly linked with the SIP. * Ongoing review of school policies which will reference the UNCRC. * Continuation of the school promoting the values and principles of the UNCRC, rights to be more explicitly linked to lessons. * Embed global citizenship and sustainable development within the life of the school. * Further engage with parents around the UNCRC. * Improve methods of pupil profiling to encourage children to have a deeper understanding of their own learning. | |

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| **2016-2017 Improvement Priority 3: Raising Attainment in 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 |
| **Progress:** **What has taken place? (High level evaluation)**   * SMT, Nursery and Primary 1 staff have attended training in the Highland Literacy/Northern Alliance Initiative – Emerging Literacy * Targeted nursery intervention using Pre-school Developmental Overviews * Pre and Post assessments have been undertaken for all P1 learners * Whole staff engagement in the use of *DRAFT* benchmark for Literacy * Initial moderation workshops in writing across at P1, P4 and P7 have taken place. * Dyslexia Friendly Schools Training ; Staff audit and self-evaluation activity, PSA Training, training with CTs re. classroom interventions and resources. * Participation in ACC-led moderation exercise at P1, P4 and P7. | |
| **Impact:** **Evidence of impact**   * DFS; Staff awareness raised in terms of supporting Dyslexic needs across the school, Help Boxes in classrooms support learners to be more independent. Increased staff confidence to provide strategies which support youngsters to be independent and successful. * The phonics results show that 65% of our Primary 1 pupils have now achieved every aspect of emerging literacy. Of the 35% who still have gaps we have identified the areas and have a plan in place to address these gaps. Every pupil has made progress since the initial assessment in term 1. * Our PIPs results show that 96% of our Primary 1 pupils have achieved value added this session. The remaining 4% have value added in at least either maths or literacy – there are ASN reasons which justify no value added in the other area. * Feedback from ACC re. moderation exercise has been supportive in agreeing standards and consistency at this early stage of using benchmarks. | |
| **Next Steps:** **To inform Improvement Plan**   * Prepare a DFS Action Plan which will include further training for all staff, establish a strategy group involving pupil and staff input, * Strategies outlined in DFS training workshops to be incorporated into PEF plans for literacy and numeracy to close the poverty related attainment gap. * Continue to develop and embed Northern Alliance phonics principles/guidelines in Nursery and P1. Extend programme into P2. Train staff members new to Early Level. Use this approach to support transition from Nursery to P1. * Parental engagement event in Emerging Literacy approach – Term 1 * Update school policy/guidance | |

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| **2016-2017 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 |
| **Progress:** **What has taken place? (High level evaluation)**   * Work undertaken across the school community to develop and promote a vison for our curriculum. * Staff training around Building the Curriculum – How does It fit together? * Professional discussion around the around 4 contexts: Curriculum, Interdisciplinary Learning, Life & Ethos, and Achievement - How are we preparing our youngsters for the future? * Staff groups tasked with Creating and Designing a High Level Curriculum Map for Kaimhill School – link with creativity | |
| **Impact:** **Evidence of impact**   * Updated school aims, vision and values reflecting the shared values of our school and its community. (Explicit link with RRS) * Agreement that Children’s rights and wellbeing entitlements are the heart of our curriculum. (RRS) * Staff have a clearer understanding of curriculum rationale and how it should reflect the unique context of our school and its community. * Range of high level plans created however work on this priority was not progressed due to capacity – impact of other emerging key priorities - PEF and moderation/benchmarks and required to be taken forward next session. | |
| **Next Steps:** **To inform Improvement Plan**   * Establish strategic overview which is used to ensure a shared understanding of the purpose and design of our curriculum. * Ensure a sustained focus on developing literacy, numeracy, health & wellbeing, creativity, digital and employability skills, in progressive manner, is at the heart of our curriculum rationale. * Revisit Building Curriculum 3 with all staff. * Ensure curriculum rationale is shared by the entire school community and commonly understood. * Deliver an improved curriculum rationale for Kaimhill School which ensures equity of opportunity and the totality of the curriculum for all learners. | |

**Core Quality Indicator Evaluations**

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| **Quality Indicator** | **School Self-Evaluation** |
| **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** | **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 2016-2017 School Improvement Plans evidence that Kaimhill School has significant capacity for continuous improvement. Attainment, over all, has been raised and clear plans are in place to support areas where concerns have emerged.  Supportive relationships are in place between the SLT and staff across the school community.  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.    The Pupil Equity Fund has been welcomed as 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.  Senior leaders create conditions where 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.  Staff are well-informed and have protected time to engage in professional dialogue and learning so they can take ownership of the significant change in today’s educational landscape. |

**IMPROVEMENT PLAN 2017-2018**

**Kaimhill School**



**PART TWO: School Improvement Plan 2017-2018**

**Key Priorities informing Improvement Planning - National, Local and School 2017-2018**

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| **National Priorities** | **ECS Themes** | **School Improvement Plan Priorities** |
| **Cross Cutting Themes** | * Expansion of early years in line with Scottish Government advice * Continue supporting the development of inclusive practices. * Continued strategic rollout of Google classroom   **Please note**   * 1+2 Roll out of programme to primary 4 and 5. * Locality plans and emerging partnership forum plans | **School Improvement Priority 1**   * **Assessment and Moderation** |
| **NIF Priority 1:**  Improvement in attainment, particularly in literacy and numeracy | **Improvement in Attainment: Literacy and Numeracy**   * ACC strategy advice and guidance on developing literacy and numeracy | **School Improvement Priority 2**   * **Raising Attainment in Literacy, Language and Communication: Taking a developmental approach to Emerging Literacy** |
| **NIF Priority 2**:  Closing the attainment gap between the most and least disadvantaged children. | **Closing the attainment gap**   * Effective use of data to inform PEF priorities * Continued rollout of GIRFEC including the Implementation of partnership forums * Establish forums for sharing best practice * Continue to develop effective assessment and moderation practices * Parental engagement strategy | **School Improvement Priority 3**   * **Improving the Quality of Learners’ Achievement and Promoting Equity for all** |
| **NIF Priority 3:**  Improvement in children and young people’s health and wellbeing. | **Communities Experiencing Socio-Economic Disadvantage**   * Poverty Proofing Schools * Improve support with children and young people with mental health needs | **Nursery Improvement Priority Plan** |
| **NIF Priority 4:**  Improvement in employability skills and sustained, positive school-leaver destinations for all young people. | **Developing the Young Workforce**   * Development and implementation of Developing Young Workforce Strategy |  |

**Improvement Plan 2017-2018**

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| **Improvement Priority 1: Year 1 of 3**  Developing Effective Assessment and Moderation Practice | | | | | **Lead Responsible: Head Teacher/DHT** |
| **NIF Priorities**   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** | **Focus HGIOS?4 Quality Indicators**   * 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 |
| **Linked to National Improvement Driver(s)** | | | |
| Assessment of Children’s Progress | Teacher Professionalism | | Parental Engagement |
| School Leadership | | School Improvement | |
| **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, skills for life and skills for 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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| **Improvement Priority 1 Intended Outcome(s):** | | | | | | |
| Improve confidence of teachers in making reliable and valid CfE level Achieved judgements and using standardised assessment data. | | | | | | |
| Develop arrangements for effective moderation within the Broad General Education. | | | | | | |
| Develop robust arrangements for tracking and monitoring pupil progress. | | | | | | |
| Develop consistent use of AifL as part of learning, teaching and assessment. | | | | | | |
| **Improvement Priority 1:** | | | | | |
| **Specific Actions** | **Resource Time / People / CLPL** | **Measures of Success**  How will we know?  **(Performance Data / Documentation / Challenge Questions / Stakeholders’ Views)** | **Timescale** | **Progress** | **Intended Impact**  What difference will it make to learners? |
| **On Track** |
| **Behind Schedule** |
| **Not Actioned** |
| **AifL**  Staff to audit current AifL practice.  All staff to participate in appropriate training. | ACC AifL Course or Practitioner Refresh  HT lead – CDM/  In-Service time | * AifL approaches evidence on learning & teaching plans. * Action plan agreed to improve AifL practice across school. | December 2017 |  | **Pupils as learners will:**   * Be able to give effective feedback to their peers on how they can improve. * Use Learning Intentions and Success Criteria, at all stages, to articulate their learning journey. * Have a clear sense of the purpose of learning.   **Staff as learners will:**   * Provide appropriate feedback to all learners about their learning progress and next steps. |
| **Assessment and Moderation**  Staff to audit school’s current practice on Assessment and Moderation – Education Scotland resource.  HT trained as Assessment Leader and will attend 4 ***Train the Trainer*** sessions. Training disseminated to relevant school staff .  Teachers engage in moderation activities informing judgements on level achieved. Focus on tasks from planning through to assessment and feedback across stage/school/ASG.  Teacher participation in citywide moderation activities.  All of the above to link with ASG moderation plan. | HT lead – CDM time – all staff  ASG HTs | * Assessment & Moderation Audit Toolkit and overview used heighten staff awareness and engagement with next steps. * Audit evidence will determine the consistency of approach to planning and assessing pupil progress and confirming CfE levels in literacy and numeracy through moderation. * Moderation through professional dialogue confirms levels achieved, * Moderation ensures success criteria focuses on learning (not task), is measurable and relevant. | Term 1  Feb-March 2018 |  | **Pupils as learners will:**   * Increased motivation and engagement in learning. * increased achievement for all learners as a result of the cycle of planning for learning, teaching and assessment being underpinned by moderation.   **Staff as learners will:**   * Have enhanced confidence making judgments about Level Achieved. * Be able to provide robust evidence around level achieved.   CfE level for all pupils in literacy and numeracy will be conformed through staff engaging in regular moderation activity throughout the year at both school and ASG level. |
| **Visible Learning**.  Visible Learning – 3-year plan  Engagement in professional learning for all staff through a bespoke programme based on data and self-evaluation from our school:   * Focusing on impact of teaching and raised expectations.   Three members of staff will attend Visible learning training conference (Edinburgh) and share with all staff. | HT/SfL Teacher  All teaching & PSA staff  In-Service time  November 2017 | Staff use Visible Learning Plus Toolkit  Visible Learning Matrix to focus on school processes, to gather meaningful evidence needed to engage in school review and to focus on what makes a difference to student outcomes.   * Challenge questions * Quality Assurance Activities – * Self-evaluation exercises * Notes of tracking dialogue   Staff use a clear language of learning progression – classroom observation/peer mentoring | Nov 2017 and ongoing |  | **Pupils as learners will:**   * Demonstrate increased engagement. * Know their next steps in learning and will become assessment capable visible learners.   **Staff as learners will:**   * Ensure the needs of all learners are met. * Focus on the impact of teaching. |
| **Scottish National Standardised Assessment**   * All staff trained and using SNSA as per ACC timescales guidance – both in terms of administration of assessment and analysis of data. | Term 1 – SMT & teaching staff | * All staff use SNSA outcomes to support reporting of progress in skills for reading, writing and numeracy. * Updated Kaimhill School Learning, Teaching & Assessment policy – with clearly understood and defined assessment practices, support and guidance | Term 1  June 2017  June 2017 |  | **Pupils as learners will:**   * Benefit from the rigour, pace and challenge offered by appropriate CfE Level achieved judgements. * Receive appropriate support in all areas of assessed learning where progress has not been sustained.   **Staff as learners will:**   * Be able to provide robust evidence around level achieved. * Provide individual, diagnostic reports on each pupil’s progress which will supply information to identify strengths and individual learning needs. |
| Update and enhance Digital Tracking and Monitoring systems.  Improve arrangements for assessment and tracking to provide personalised guidance and support throughout the learner journey.  Engage with ACC training and resources. | DHT/SfL Teacher  All staff | * New tracking system implemented. * Updated Kaimhill School Learning, Teaching & Assessment policy – with clearly understood and defined assessment practices, support and guidance. * Tracking system takes account of wider achievements and pastoral needs. | Sept, 2017  June 2018 |  | **Pupils as learners will:**   * Benefit from enhanced personalised guidance and support through their learning journey.   **Staff as learners will:**   * Be able to provide information about children’s attainment and achievement which is robust and used effectively to make improvements to children’s learning. |

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| **Monitoring and Evaluative Comments / Impact – Evidence of Excellence and Equity through the plan**  *(To be completed during the course of the session to inform the audit for SQUIP 2018-2019.)* | | | | | | |
| **Evaluation:**   * How well are learners enabled to select and make use of high-quality resources and equipment including digital technologies? * How well are we enabling learners to become independent learners and develop the four capacities? * How well do we communicate the purpose of learning and give effective explanations for all learners? * How well do our questioning strategies enhance the learners’ experience and enable higher-order thinking skills? * How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people’s learning? * How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups? * How well do we enable all children and young people to engage in self- and peer-assessment to improve their learning? * How well are our approaches to raising attainment improving outcomes for children and young people? * How well do we use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition? * How well is assessment evidence used to inform teacher judgements? * How well do we track and recognise achievements? * How well are we removing barriers to learning and ensuring equity for all? | | | | | **Evidence:** | |
| **Improvement Priority 2: Year 2 of 3**  Raising Attainment in Literacy, Language and Communication: Taking a developmental approach to Emerging Literacy | | | | | | **Lead Responsible:**  **Principal Teacher/Head Teacher** |
| **NIF Priorities**   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** | | **Focus HGIOS?4 Quality Indicators**   * 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 |
| **Linked to National Improvement Driver(s)** | | | |
| Assessment of Children’s Progress | Teacher Professionalism | | Parental Engagement |
| School Leadership | | School Improvement | |
| **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, skills for life and skills for 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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| **Improvement Priority 2 Intended Outcome(s):** |
| **Pupils as learners will:**   * Experience a developmentally appropriate curriculum using the developmental continua to support current programmes. * Have developed the foundation skills required for early reading and writing, resulting in positive destinations and literacy attainment. * Be tracked using the developmental continua to ensure that individual needs are met. |
| **Staff as learners will:**   * Understand the developmental approach to Emerging Literacy at the Early Level. * Be able to articulate the progress of each learner, based on robust evidence. |

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| **Improvement Priority 2:** | | | | | |
| **Specific Actions** | **Resource Time / People / CLPL** | **Measures of Success**  How will we know?  **(Performance Data / Documentation / Challenge Questions / Stakeholders’ Views)** | **Timescale** | **Progress** | **Intended Impact**  What difference will it make to learners? |
| **On Track** |
| **Behind Schedule** |
| **Not Actioned** |
| Attend whole day training for Emerging Literacy. | Early Level Staff/SMT | Initial Emerging Literacy assessments completed as a baseline and on-going assessment completed during the year to track and monitor progress.End of Level Teacher Judgements for Primary 1 – Achievement of Early Level, including P1 National Standardised Assessment data.Evidence of attendance and feedback from family engagement workshops.Evidence of on-going interactions between schools and families to provide universal and targeted support.Monitoring of learning experiences which take a developmental approach across the Early Level. | June 2017 |  | **Success criteria (how will we know if the change has been an improvement?:**  Pupils as learners will:   * Have secure foundation skills in early reading and writing. * Make appropriate progress in Literacy within the Early Level.   Staff as learners will:   * Demonstrate research based practice. * Be able to articulate the progress of each learner. |
| Deliver introductory family learning workshop on Emerging Literacy. | P1 Teacher/ SMT | Term 1 2017/2018 |  |
| Complete initial Emerging Literacy assessments with P1 children | P1 Teacher (with relevant SMT support) | August 2017 |  |
| Attend 4 Local Networks during the 2017/2018 session. | P1 Teacher/ SMT | August 2017 – May 2018 |  |
| Engagement with Emerging Literacy support materials to assess and analyse data, organise learners using data, and plan developmentally appropriate learning experiences, tracking progress. | P1 Teacher/ SMT | Ongoing: 2017/2018 |  |
| Ongoing universal and targeted support is given to families on the progress children are making and ways which they can support at home. | P1 Teacher/ SMT | Ongoing 2017/2018 session |  |
| Information to be passed from the Primary 1 teacher (2017/2018) to Primary 2 teacher (2018/2019) on the progress that learners have made within the four key skill areas of Emerging Literacy. | P1 Teacher/ P2 Teacher | Term 4 of 2017/2018 session |  |

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| **Monitoring and Evaluative Comments / Impact – Evidence of Excellence and Equity through the plan**  *(To be completed during the course of the session to inform the audit for SQUIP 2018-2019.)* | |
| **Evaluation:**   * How well are our approaches to raising attainment improving outcomes for children and young people? * How well is our focus on literacy and numeracy leading to raising attainment across the curriculum? * How well do we use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition? * How well is assessment evidence used to inform * How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching? * How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people’s learning? * How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups? * How effectively do we involve learners and parents in planning and evaluating learning? * How well are families supported in developing strategies which lead to positive relationships, better learning and better behaviour? | **Evidence:** |

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| **Improvement Priority 3: Year 1 of 3**   * **Improving the Quality of Learners’ Achievement and Promoting Equity for all** | | | | | **Lead Responsible: HT/DHT** |
| **NIF Priorities**   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** | **Focus HGIOS?4 Quality Indicators**   * 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 |
| **Linked to National Improvement Driver(s)** | | | |
| Assessment of Children’s Progress | Teacher Professionalism | | Parental Engagement |
| School Leadership | | School Improvement | |
| **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, skills for life and skills for 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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| **Improvement Priority 3 Intended Outcome(s):** | | | | | | |
| **Building Resilience**  Learners will benefit from a whole school approach to promoting mental health and well-being.  Staff will have increased understanding and awareness of the importance of positive mental health and emotional wellbeing and resilience. | | | | | | |
| **Improvement Priority 3:** | | | | | | |
| **Specific Actions** | | **Resource Time / People / CLPL** | **Measures of Success**  How will we know?  **(Performance Data / Documentation / Challenge Questions / Stakeholders’ Views)** | **Timescale** | **Progress** | **Intended Impact**  What difference will it make to learners? |
| **On Track** |
| **Behind Schedule** |
| **Not Actioned** |
| Source training around Confident Staff Confident Children.  ***Topics to be covered include:***   1. Introductory session: Emotional health and well-being, 2. Understanding brain development,  3. Promoting attachment,  4. Building resilience, 5. Developing empathy,  6. Exploring beliefs and mind-sets. 7. Looking after our own well-being, 8. Insights and inspiration, | | (Edinburg City Council Resource)  HT  Ed Psych  Multi-agency Partners  All teaching and PSA staff | * Professional dialogue reflects staff confidence around engaging with and supporting mental and emotional health issues. * Building Resilience approach is embedded in the curriculum and in the life and ethos of the school. * Integrated evaluation tool used to measure progress – linked to SHANARRI. * HWB tracked in a progressive, consistent way across whole school.  Evidence of attendance at and feedback from family engagement workshops.Evidence of on-going interactions between school and families to provide universal and targeted support for emotional health needs.  * Monitoring of learning experiences which focus on Building Resilience. | June 2018 |  | * Increased understanding and awareness of the importance of positive mental health, emotional wellbeing and resilience. * Increased confidence of staff, pupils and families to develop skills and strategies they need to better promote this in themselves and others. * Children are more able to function well both at school and at home. * Enhanced partnerships with families and wider school community. * Enhanced opportunities for equity and excellence through a more robust student population. |
| Purchase and train staff in Building resilience - whole school programme  (link with ASG partners),  Parent/carers open event to share Building Resilience approach and rationale. | | All staff | June 2018 |  |

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| **Monitoring and Evaluative Comments / Impact – Evidence of Excellence and Equity through the plan**  *(To be completed during the course of the session to inform the audit for SQUIP 2018-2019.)* | |
| **Evaluation:**   * How effective are our approaches to support wellbeing (e.g. buddies, mentors, safe areas)? How do you measure the impact of these approaches? * Does the school promote an ethos and culture of positive engagement and participation with its pupils and parents? * How well do our approaches to profiling develop children’s and young people’s awareness of themselves as learners and support them to recognise the skills for learning, life and work they are developing to inform the planning of future learning? * Are staff able to access effective levels of support and training to build their capacity to engage with the needs of diverse learners? * To what extent do all staff understand GIRFEC, the wellbeing indicators and how these can have a positive impact on children and their families? * How well are families supported in developing strategies which lead to positive relationships, better learning and better behaviour? * How well do we enable parents, carers and families and the local community to contribute to the life of the school and be involved in school improvement? * How well do all staff understand their role and responsibility in supporting learners’ health and wellbeing? * How well does our school ensure that the curriculum is designed to develop and promote equality and diversity, eliminate discrimination? * How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included? * How well do children and young people show consideration for others and demonstrate positive behaviour and relationships? | **Evidence:** |

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| **Improvement Priority 4: Year of**  NURSERY | | | | | **Lead Responsible: Principal Teacher** |
| **NIF Priorities**   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** | **Focus HGIOS?4 Quality Indicators**   * 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 |
| **Linked to National Improvement Driver(s)** | | | |
| Assessment of Children’s Progress | Teacher Professionalism | | Parental Engagement |
| School Leadership | | School Improvement | |
| **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, skills for life and skills for 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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| **Improvement Priority 4 Intended Outcome(s):** |
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| **Improvement Priority 4:** | | | | | |
| **Specific Actions** | **Resource Time / People / CLPL** | **Measures of Success**  How will we know?  **(Performance Data / Documentation / Challenge Questions / Stakeholders’ Views)** | **Timescale** | **Progress** | **Intended Impact**  What difference will it make to learners? |
| **On Track** |
| **Behind Schedule** |
| **Not Actioned** |
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| **Monitoring and Evaluative Comments / Impact – Evidence of Excellence and Equity through the plan**  *(To be completed during the course of the session to inform the audit for SQUIP 2018-2019.)* | |
| **Evaluation:** | **Evidence:** |

**Continuing Development Work 2017-2018**

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| **Continued from session 2016-2017** | **Responsibilities** |
| 1 + 2 Modern Languages – continued implementation | DHT lead/Maria Fraser (P3/4 Teacher) |
| Rights Respecting School –  working towards achievement of Level 1 | DHT/Jennifer Creighton (ASN Teacher) lead, Steering Group, |
| **Digital Literacy**  School  Nursery  360º Safe | Digital Technologies Co-ordinator – Katie Westacott  SEYP – Leah-Anne Banks  Staff Group |
| Dyslexia Friendly Schools | Debbie Dingwall – SfL /Dyslexia Service Teacher |
| Anti-bullying Policy – update | Staff Group |
| Parental Engagement – Nursery | Nursery Teacher – Shelagh Rowson |
| Curriculum Design and Rationale | Head Teacher |

**Excellence and Equity - Initial Pupil Equity Fund Plan**

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| **How are you ensuring excellence and equity for all learners in your school?**  **Removing Barriers and Closing the Gap –**  **All our work to interrupt the cycle of deprivation and its impact on children’s progress** |
| There has been significant consultation across the whole school community to identify the gaps and subsequent interventions where the Pupil Equity Fund will be focused.  Attainment, attendance, exclusion, participation and engagement have all been scrutinised with a clear range of proposals emerging to meet the identified needs. There has been consensus across the school community regarding the viability of the proposals and the value of the intended outcome to ensure excellence and equity for all learners in our school.  **In summary**  The data indicates that despite a focus on improving the attainment picture there are still pupils who are behind where they should be in in terms of their academic achievements. There are groups of pupils who clearly continue to require a range of targeted support to meet their varying needs. What we believe will have the biggest impact for all our pupils, and particularly for those living in deprivation, is an intensive professional learning programme which will focus on improving our teaching and learning.  **There are 3 key improvement areas identified from the data analysis…**   1. Support pupil wellbeing using the nurturing principles to plan interventions leading to improved resilience and wellbeing 2. Improve teaching and learning for all pupils leading to improved attainment in literacy and numeracy 3. Provide richer school experiences which improve pupil engagement and participation |

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| **Pupil Equity Fund**  **Based on the rationale for QI 3.2, Raising Attainment and Achievement, what is your planned use of PEF money for session 2017-2018?** | |
| **Budget Allocation April 2017 = £81, 600** | |
| **Proposed Interventions** | **Impact Measurement** |
| 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. 60 two-hour sessions to be timetabled across the school year. A split focus on lower and upper stages groups.  Support pupils’ wellbeing using the nurturing principals to plan interventions leading to improved resilience and wellbeing.  **Nurture** activities led by PSAs (no cost/low cost) – small group activities which promote:   * confidence building/self-esteem friendship support/peer interaction * life skills * social awareness * resilience * concentration/perseverance * anger management   mental wellbeing/anxiety/stress/relaxation | Use of qualitative data for HWB: attitudinal survey information, SHANARRI wellbeing indicators.  Self-evaluation as part of the planned activities – with pre and post evaluations for all identified pupils  Digital Technology i.e. Film, Blogging |
| **Barnardo’s Scotland – Northern Star Initiative**  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. | Use of qualitative data for HWB: attitudinal survey information, SHANARRI wellbeing indicators  Use of quantitative data: Attendance and Punctuality tracking  Use of quantitative data: Exclusion information from SEEMIS and ACC Observatory to analyse exclusions per pupil, including length and frequency of exclusion for target pupils  Use of quantitative data: internal school data regarding family participation; analysis of school communication data  Use of quantitative data: parents’ evening -participation data; attitudinal surveys; regarding frequency of attendance |
| **Literacy**  5 Minute Literacy Box 1  [http://www.fiveminutebox.co.uk/](https://outlook.aberdeencity.gov.uk/owa/redir.aspx?SURL=jLL3IGK5xB4OtWm3LJFj7pRBVWl_57QyIr3MN-p5Hl8I00mKDbTUCGgAdAB0AHAAOgAvAC8AdwB3AHcALgBmAGkAdgBlAG0AaQBuAHUAdABlAGIAbwB4AC4AYwBvAC4AdQBrAC8A&URL=http%3a%2f%2fwww.fiveminutebox.co.uk%2f)  5 Minute Literacy Box 2  [http://www.fiveminutebox.co.uk/](https://outlook.aberdeencity.gov.uk/owa/redir.aspx?SURL=jLL3IGK5xB4OtWm3LJFj7pRBVWl_57QyIr3MN-p5Hl8I00mKDbTUCGgAdAB0AHAAOgAvAC8AdwB3AHcALgBmAGkAdgBlAG0AaQBuAHUAdABlAGIAbwB4AC4AYwBvAC4AdQBrAC8A&URL=http%3a%2f%2fwww.fiveminutebox.co.uk%2f)  The Five Minute Box 1&2 are proven multi-sensory systems for teaching early literacy skills and assessing children for potential learning difficulties.  **Ruth Miskin Read Write Inc. Programme**  [https://global.oup.com/education/series-order-form/?code=RWI&region=uk](https://outlook.aberdeencity.gov.uk/owa/redir.aspx?SURL=dFjyt_Ap3ULO4WnQ1g7aj9jFJ8TOy3SGG_W_uH5UQYwI00mKDbTUCGgAdAB0AHAAcwA6AC8ALwBnAGwAbwBiAGEAbAAuAG8AdQBwAC4AYwBvAG0ALwBlAGQAdQBjAGEAdABpAG8AbgAvAHMAZQByAGkAZQBzAC0AbwByAGQAZQByAC0AZgBvAHIAbQAvAD8AYwBvAGQAZQA9AFIAVwBJACYAcgBlAGcAaQBvAG4APQB1AGsA&URL=https%3a%2f%2fglobal.oup.com%2feducation%2fseries-order-form%2f%3fcode%3dRWI%26region%3duk)  *Read Write Inc*., developed by [Ruth Miskin](https://outlook.aberdeencity.gov.uk/owa/redir.aspx?SURL=5tNdKIwFiguV38v63Tder6c-ct1BILiA2YDj4NK82hkI00mKDbTUCGgAdAB0AHAAcwA6AC8ALwBnAGwAbwBiAGEAbAAuAG8AdQBwAC4AYwBvAG0ALwBlAGQAdQBjAGEAdABpAG8AbgAvAGMAbwBuAHQAZQBuAHQALwBwAHIAaQBtAGEAcgB5AC8AZQB4AHAAZQByAHQAcwAvAHIAdQB0AGgALQBtAGkAcwBrAGkAbgAvAD8AcgBlAGcAaQBvAG4APQB1AGsA&URL=https%3a%2f%2fglobal.oup.com%2feducation%2fcontent%2fprimary%2fexperts%2fruth-miskin%2f%3fregion%3duk), provides a structured and systematic approach to teaching literacy. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers.  Ruth Miskin Fresh Start Programme  [https://global.oup.com/education/series-order-form/?code=RWIFS&region=uk](https://outlook.aberdeencity.gov.uk/owa/redir.aspx?SURL=D12eY0UvMZQCgwu1tl6yn7T6WWvCaW2sj73MqJJiQR5HNUyKDbTUCGgAdAB0AHAAcwA6AC8ALwBnAGwAbwBiAGEAbAAuAG8AdQBwAC4AYwBvAG0ALwBlAGQAdQBjAGEAdABpAG8AbgAvAHMAZQByAGkAZQBzAC0AbwByAGQAZQByAC0AZgBvAHIAbQAvAD8AYwBvAGQAZQA9AFIAVwBJAEYAUwAmAHIAZQBnAGkAbwBuAD0AdQBrAA..&URL=https%3a%2f%2fglobal.oup.com%2feducation%2fseries-order-form%2f%3fcode%3dRWIFS%26region%3duk)  *Read Write Inc.* Fresh Start rescues older readers aged 9 and above who are below expected standards in reading and writing. The *Read Write Inc.*Fresh Start 2017 edition:   * Accelerates pupils’ progress using finely levelled modules, which are supplemented by updated age-appropriate anthologies * Supports EAL pupils by emphasising comprehension – also includes revised punctuation, vocabulary and grammar activities.    Toe by Toe Programme  [https://www.toe-by-toe.co.uk/](https://outlook.aberdeencity.gov.uk/owa/redir.aspx?SURL=haMgf3Z6KIv2aR7VIh9HzABoCji5MO8jh9ed4RJIRhVHNUyKDbTUCGgAdAB0AHAAcwA6AC8ALwB3AHcAdwAuAHQAbwBlAC0AYgB5AC0AdABvAGUALgBjAG8ALgB1AGsALwA.&URL=https%3a%2f%2fwww.toe-by-toe.co.uk%2f)  [*Toe By Toe*](https://outlook.aberdeencity.gov.uk/owa/redir.aspx?SURL=TIo2hxKvQ_ZeGVd-z4a0h1Tm5Fx76D73aBmT4THhGKZHNUyKDbTUCGgAdAB0AHAAcwA6AC8ALwB3AHcAdwAuAGsAZQBkAGEAcAB1AGIAbABpAGMAYQB0AGkAbwBuAHMALgBjAG8ALgB1AGsALwBwAHIAbwBkAHUAYwB0AC8AdABvAGUALQBiAHkALQB0AG8AZQAvAA..&URL=https%3a%2f%2fwww.kedapublications.co.uk%2fproduct%2ftoe-by-toe%2f) is essentially a decoding book. It combines a multi-sensory approach with a memory bonding technique.  Research suggests that this approach is key to improving a person’s reading skill. Typically, weak readers struggle to ‘decode’ text. Their inability to ‘decode’ text and the written word is at the core of their reading difficulties.  Struggling readers have difficulties in keeping a barely formed image of a word in their memory banks. What [*Toe By Toe*](https://outlook.aberdeencity.gov.uk/owa/redir.aspx?SURL=TIo2hxKvQ_ZeGVd-z4a0h1Tm5Fx76D73aBmT4THhGKZHNUyKDbTUCGgAdAB0AHAAcwA6AC8ALwB3AHcAdwAuAGsAZQBkAGEAcAB1AGIAbABpAGMAYQB0AGkAbwBuAHMALgBjAG8ALgB1AGsALwBwAHIAbwBkAHUAYwB0AC8AdABvAGUALQBiAHkALQB0AG8AZQAvAA..&URL=https%3a%2f%2fwww.kedapublications.co.uk%2fproduct%2ftoe-by-toe%2f) strives to achieve is to enable students to more easily recognize the image of a word and so commit it to their long-term memory.  [*Toe By Toe*](https://outlook.aberdeencity.gov.uk/owa/redir.aspx?SURL=TIo2hxKvQ_ZeGVd-z4a0h1Tm5Fx76D73aBmT4THhGKZHNUyKDbTUCGgAdAB0AHAAcwA6AC8ALwB3AHcAdwAuAGsAZQBkAGEAcAB1AGIAbABpAGMAYQB0AGkAbwBuAHMALgBjAG8ALgB1AGsALwBwAHIAbwBkAHUAYwB0AC8AdABvAGUALQBiAHkALQB0AG8AZQAvAA..&URL=https%3a%2f%2fwww.kedapublications.co.uk%2fproduct%2ftoe-by-toe%2f) is the key, the ‘code’ to help anyone with reading difficulties learn how to read fluently, confidently and accurately. [*Toe By Toe*](https://outlook.aberdeencity.gov.uk/owa/redir.aspx?SURL=TIo2hxKvQ_ZeGVd-z4a0h1Tm5Fx76D73aBmT4THhGKZHNUyKDbTUCGgAdAB0AHAAcwA6AC8ALwB3AHcAdwAuAGsAZQBkAGEAcAB1AGIAbABpAGMAYQB0AGkAbwBuAHMALgBjAG8ALgB1AGsALwBwAHIAbwBkAHUAYwB0AC8AdABvAGUALQBiAHkALQB0AG8AZQAvAA..&URL=https%3a%2f%2fwww.kedapublications.co.uk%2fproduct%2ftoe-by-toe%2f) achieves this by following the carefully prepared exercises in a timed and structured manner. This ensures students learn how to convert letters (or groups of letters – words) into the appropriate sounds.  Dandelion Readers – Phonic Books  [https://www.phonicbooks.co.uk/](https://outlook.aberdeencity.gov.uk/owa/redir.aspx?SURL=jubpCNRV0AVrh3iznXahfC-PQaMvgrl_zesqe8V8ERdHNUyKDbTUCGgAdAB0AHAAcwA6AC8ALwB3AHcAdwAuAHAAaABvAG4AaQBjAGIAbwBvAGsAcwAuAGMAbwAuAHUAawAvAA..&URL=https%3a%2f%2fwww.phonicbooks.co.uk%2f)  Written by three practising teachers, the books are designed to engage and enthuse beginner and reluctant readers. The highly-structured phonic sequence ensures reading success and building of confidence from the very beginning. | Baseline data to be collected on entry to intervention updated regularly and collected again at the end.  Progress of child/group to be examined and intervention assessed for impact.  Talks with children pre/post intervention to discuss targets, progress and next steps.  Data will be analysed frequently. An intervention monitoring and tracking system will be devised in order to record the intervention that is put in place for each identified pupil.  This system will record baseline, target and progress over a set period of time. It will also include start date, review dates and end date on all tracking documentation. |
| **Numeracy**  Proposals to address identified numeracy issues:  Research strongly suggests that children's arithmetical difficulties are highly susceptible to intervention. Individualised work with children who are falling behind in arithmetic has a significant impact on their performance. The amount of time given to such individualised work does not, in many cases, need to be very large to be effective.  One of the areas most commonly found to create difficulties is memory for arithmetical facts.  Interventions can be more effective if introduced at an early stage: this can help to reduce ‘mathematics anxiety’ (Dowker, 2004, 2009)  **P1-4**  5 Minute Number Box 1  Plus 1 and Power of 2  **P5-7**  5 Minute Number Box 2  Power of 2 | Baseline data to be collected on entry to intervention, updated regularly and collected again at the end.  Progress of child/group to be examined and intervention assessed for impact.  Talks with children pre/post intervention to discuss targets, progress and next steps  Data will be analysed frequently. An intervention monitoring and tracking system will be devised in order to record the intervention that is put in place for each identified pupil. This system will record baseline, target and progress over a set period of time.  It will also include start date, review dates and end date on all tracking documentation. |
| **Visible Learning** to increase learners’ engagement linked to reviewing the curriculum to take account of the local context, and improving information about children’s attainment and achievement.  Visible Learning – 3-year plan  Engagement in professional learning for all staff through a bespoke programme based on data and self-evaluation from our school:   * Focusing on impact of teaching * Ensure class teachers are meeting the needs of all learners * Ensure clear language of learning progression * Pupils will know their next steps in learning and will become assessment capable visible learners * Raised expectation | Visible Learning Plus Toolkit  Visible Learning Matrix  The matrix is designed for school leaders and staff to focus on their school processes, to gather meaningful evidence needed to engage in school review and to focus on what makes a difference to student outcomes. |

**Summary of Improvement Plan 2017-2018**

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| **Participants** | **Engagement** |
| **Staff** | **Staff Session Self-Evaluation – 21st February & 2nd May 2017**  **Staff Meeting re Improvement Plan – 2nd May 2017**  **Staff Meeting re PEF proposal – 30th May**  **PEF Consultation, April – June 2017** |
| **Pupils** | **Pupil Council Meetings – 15th May 2017**  **All pupils - Ongoing throughout start of Term 4**  **PEF consultation – May 2017** |
| **Parents** | **Parent Council – 10th May 2017**  **Parents Feedback sheet issued on Improvement priorities –**  **Parent Forum – 23rd & 25th May 2017**  **PEF Consultation – May 2017** |
| **Partners and Volunteers** | **Ongoing throughout start of Term 4**  **PEF Consultation, April – June 2017** |
| **Associated School Group** | **ASG Meeting on date discussing ASG priorities – 6th June 2017** |
| **ASG Partnership** |  |