

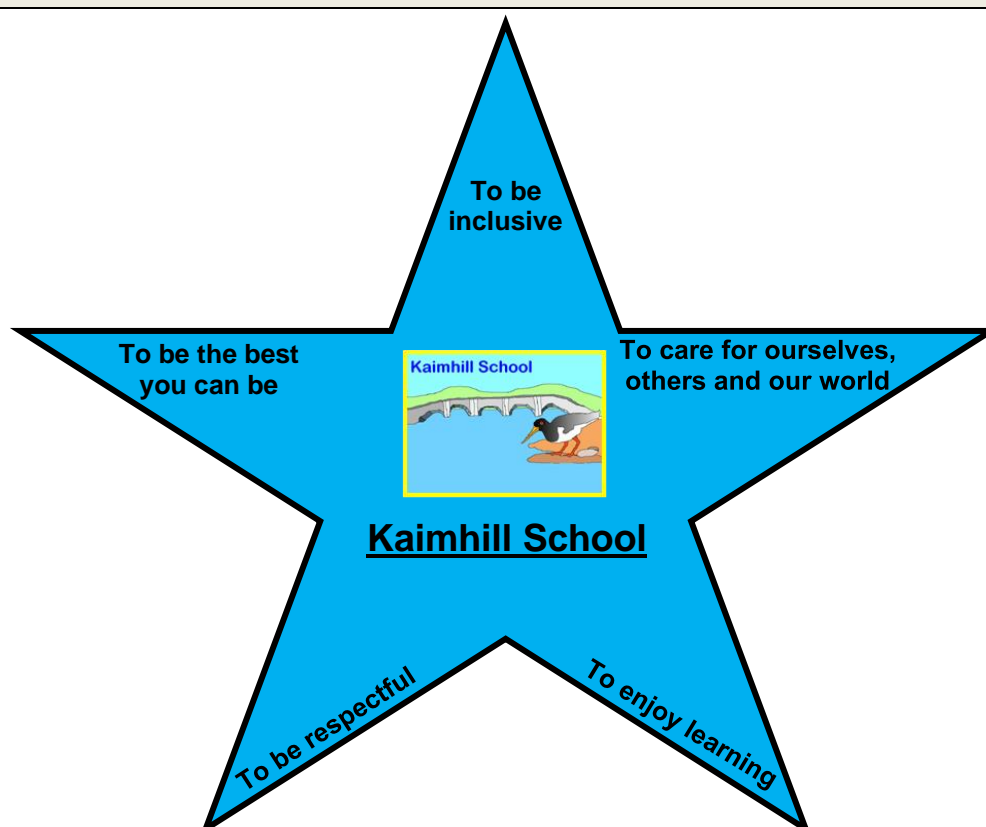
**Strong partnerships will ensure that Aberdeen is a high achieving City of Learning which:**

- *Offers nurturing, relevant learning opportunities for all*
- *Strengthens the resilience of all*
- *Celebrates aspiration, ambition and innovation with all"*

## **Standards and Quality Report 2018-2019** **Improvement Plan 2019-2020**

School: Kaimhill School

Head Teacher: Susie Webster



<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 140% although the roll is projected to stabilise in coming years.

### Our school roll for 2018-2019 - 277

Nursery	P1	P2	P3	P4	P5	P6	P7
80	50	43	40	32	40	30	42

The current school roll is 277 P1 to P7 pupils and 80 Nursery children and staffing for the school is appropriate. 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 or an IEP incorporating targets which are regularly updated in partnership with parents, multi-agency partners and learners.

In addition, Kaimhill School 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. Staffing for the service has recently been augmented to full compliment to support us meet increasing requests for assistance.

21% 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 18.2% 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 2018, 67% of the current school roll is in deciles 1-4 of the SIMD, which represents the most disadvantaged children. This reflects a 6% decrease from the previous session.

SIMD Deciles	1	2	3	4	5	6	7	8	9	10
Quintiles	1 2	3 4	5 6	7 8	9 10	11 12	13 14	15 16	17 18	19 20
Kaimhill School	0.0%	0.0%	18.8%	48.0%	1.1%	28.9%	1.8%	0.4%	0.0%	1.1%
Aberdeen City Schools	1.6%	9.9%	14.4%	10.2%	7.5%	5.2%	6.8%	8.8%	9.7%	24.6%

The school has a good balance of experienced and recently qualified staff. A supportive, inclusive and collegiate ethos permeates the school. Our staff are committed to making our vision a reality and teams work together effectively to drive forward improvements. Visitors to our school frequently comment on this warm, nurturing ethos at Kaimhill. We welcome the diversity represented within our school community and value the individual youngsters and their families who comprise the Kaimhill community.

The school is also supported by a multi-agency team in which the needs of pupils and families are met by: Educational Psychologist, School Doctor, School Nurse, Hearing Impaired Teacher, EAL Teacher, Autism Outreach Teacher, Speech and Language Therapists, Social Workers, Youth Workers and other

third sector partners. The school is part of the Harlaw ASG and Parentship Forum. We have close, collegiate links with all schools across the ASG and we aim to increasingly work together to enhance the learning and achievement opportunities for our pupils. This session we have collaboratively focused on Visible Learning and further development of approaches which strengthen pedagogy, learning and teaching. The school welcomes the close links with our local 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 through community partnerships. These include Sunrise Partnership, Asda, Garthdee Field Allotment Association, TLC, Aberdeenshire Cricket Club, Inchgarth Community Centre and One Seed Forward.

The school is positively supported by parents. A small, active and committed Parent Council and Fund-raising group leads a range of activities to bring together the school community and local community. They raise money which is used to fund resources and activities for pupils to enrich their learning experiences.

Our pupils are eager and motivated to learn, and this is observed during class visits and learning walks. Our recent pupil surveys demonstrate a positive response to with 73% highlighting enjoyable learning experiences. Pupils are given a range of opportunities to lead learning through P6 & P7 buddying workshops and learning partner work in class. In the senior classes there are additional opportunities through a range of committees which meet on a monthly basis.

A 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 Head Teacher is supported by a Depute Head Teacher and Principal Teacher role which comprises two staff members with 0.6 and 0.4 FTE.

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 June 2019. A copy of the report can be found at

<https://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=304559>

## **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.”

## **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.

### **Learner Characteristics**

Collaborative  
Independent  
Resilient  
Reflective  
Curious  
Determined  
Courageous

The school aims were reviewed during session: 2016/17

Our School Vision was created: June 2018

The school Vision, Values & Aims will be reviewed during session: 2019/20

## Review of School Improvement Plan Progress 2018-2019

Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy	
<b>NIF Priority</b> <b>1. Improvement in attainment, particularly in literacy and numeracy</b> 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	<b>NIF Driver</b> <ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism Parental engagement</li> <li><b>Assessment of children's progress</b></li> <li><b>School Improvement</b></li> <li>Performance Information</li> </ul>
HGIOS?4 QIs	
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff <b>1.5 Management of resources to promote equity</b> 2.1 Safeguarding and child protection <b>2.2 Curriculum</b> <b>2.3 Learning, teaching and assessment</b>	2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion <b>3.2 Raising attainment and achievement</b> <b>3.2 Securing children's progress (ELC)</b> 3.3 Increasing creativity and employability
<b>Impact and Evidence:</b> <ul style="list-style-type: none"> <li>Almost all staff have increased confidence and working knowledge of literacy progressions to inform moderation and professional judgement of levels. A minority of staff indicate they need to further develop confidence across all levels of CfE.</li> <li>The majority staff have indicated they have benefitted from work around moderation, curricular progressions and use of benchmarks and would like further opportunities to effectively develop practice.</li> <li>According to Visible Learning, the use of standardised assessments has enabled us to calculate effect sizes to evaluate progress/growth.</li> <li>All pupils (P2-P7) were assessed using the Salford Reading assessment during the month of October and reassessed during the month of March. Effect sizes were then calculated, and pupils prioritised for targeted support. It was important to remember when analysing our data that the pupils received targeted support for 5 months. Therefore, it was decided to look for an effect size of 0.2. The majority of classes achieved an effect size of greater than 0.2.</li> <li>47 pupils were identified for targeted literacy and numeracy support using the information gathered through baseline standardised assessments, as well as information gathered at 'Monitoring &amp; Tracking' meetings.</li> <li>All pupils (P2-P7) were assessed using the Basic Number Screening Test during the month of October and reassessed during the month of March. Effect sizes were then calculated, and pupils prioritised for targeted support. It was important to remember when analysing our data that the pupils received targeted support for 5 months. Therefore, it was decided to look for an effect size of 0.2. The majority of classes achieved an effect size of greater than 0.2.</li> <li>The introduction of Listening &amp; Talking Rubrics (Visible learning) at all stages has increased confidence in almost all staff when making judgements around CfE level achieved.</li> <li>High quality training and on-going support for Kaimhill PSAs continued this year to ensure a noticeable, positive impact on pupil learning and achievement.</li> <li>By January 2019 a few pupils (14%) in P1 demonstrated that they have secure (11 or 12) foundation skills in literacy. SEAN</li> </ul>	

- P2 pupils who have secure (11 or 12) foundation skills in literacy has increased from 64% in August 2018 to 76% in January 2019.
- Most Primary 1 parents attended Emerging Literacies Family Learning Workshops and provided positive feedback which highlighted their increased understanding of how children acquire literacy skills, and how these can be effectively supported at home.
- Developmental overviews were further embedded in nursery alongside the adaptation of our key worker system. Floor books were introduced for key groups to support the introduction of Planning in The Moment.
- All developmental overviews are shared on ILD with parents. 68% of nursery parents have now registered with ILD and the majority of parents logged on to ILD between February and April 2019.
- Through classroom monitoring and learning walks, the overall quality of teaching and learning has improved this session across the school, with learning activities meeting the needs of the majority learners in literacy and numeracy.
- Pupil voice and audits confirm that the majority of pupils know what they are learning across the curriculum and we will continue to use LIs and S.C. to ensure that learners are clear about the purpose of learning and how to achieve success.

### Next Steps

- Further develop approaches to assessment informed by CfE benchmarks from Nursery to P7.
  - Develop assessment using holistic questions to assess depth of learning.
  - Increase opportunities for moderation activities in school and across ASG.
- LITERACY**
- Data indicates that targeted interventions in P3/P4/P5 are having impact on progress in literacy. Next session P3 and P7 classes will be prioritised for targeted supports.
  - Data indicates that targeted interventions need to start sooner for P2 pupils, including a review of PSA provision and support to EAL pupils.
- NUMERACY**
- Data indicates that targeted interventions in P2-P7 are having impact on progress in numeracy. Next session P3 and P7 classes will be prioritised for targeted supports.
- For further information re. targeted intervention, please see attached PEF report 2018-2019.**
- Further generation of effect size data will enable staff discussion around the impact of teaching and learning, and development of the mind-frame of an evaluator.
  - Explore ways to engage younger pupils to be assessment capable learners.
  - Link professional judgement of CFE levels achieved to a more robust evidence base.
  - Continue to analyse the teaching process, sharing strategies to further improve pedagogy leading to "excellence in teaching" linking this with strategies from Visible Learning programme.
  - Through Visible Learning planning, all staff will further develop their skills in giving quality feedback to ensure learners understand their progress and next steps in learning.
  - Implement learning dispositions /values to ensure all learners know the characteristics of a Kaimhill School learner leading to improved focus and understanding of the learning process.
  - Provide parents at P1 engagement event with a 'Supporting your Child at Home with Literacy' pamphlet at P1 and share ways in which they can promote development of foundational literacy skills.
  - Monitor ongoing progress of children who have transitioned into P1 from Nursery August 2019.
  - Consider a whole-school approach to Emerging Literacies and how this might look for Kaimhill School.
  - Tracking meetings will be introduced to nursery to improve planning and target setting. *(As per Care Inspectorate recommendations)*
  - Plan Nursery CLPL to further develop practitioner knowledge and understanding of Planning in the Moment. *(As per Care Inspectorate recommendations)*
  - Continue to use the EEF Guidance Report, 'Making Best Use of Teaching Assistants' as a framework for PSA training.

Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children	
<b>NIF Priority</b> 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	<b>NIF Driver</b> <ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of children's progress</li> <li>School Improvement</li> <li>Performance Information</li> </ul>
HGIOS?4 QIs	
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 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
Pupil Equity Fund 2018-2019 Budget £ 94 000	
<b>Impact and Evidence (including use of Pupil Equity Funding):</b> <ul style="list-style-type: none"> <li>Professional dialogue evidences that almost all staff have increased understanding and confidence of Outcomes and Measures relating to the range of interventions in place.</li> <li>Informed by research we adopted standardised baseline assessments. For Literacy, the new Salford Sentence Reading Test and HAST –2 spelling test were used. The Basic Number Screening Test was introduced and administered for numeracy. This is enabling us to look at centile scores, use standardised data to calculate effect size, triangulate pupil data and more effectively measure progress.</li> <li>As well as assessing pupil attainment, standardised assessments also measure progress over time. These assessments also provide greater objectivity and reliability and support us to triangulate a view of pupil achievement.</li> </ul> <b>VISIBLE LEARNING</b> <ul style="list-style-type: none"> <li>The staff embarked on the first year of professional learning with Osiris, focusing on how to improve the language of learning consistently and regularly, also encouraging pupils to use this language as research shows that a better understanding of how they learn will realise significant improvements in attainment. The implementation of Kaimhill School Visible Learning plan has resulted in commonly agreed Learner Characteristics which form the basis of our Kaimhill Learner profile.</li> <li>Evidence from classroom monitoring, learning walks and discussions with sampled pupils demonstrated that the language of learning had improved across the school. The majority understood what they were learning and why and talked about what they were learning rather than what they were doing.</li> <li>Almost all staff have a deeper understanding of Learning Intentions and Success Criteria and how to use these effectively with pupils.</li> <li>Pupil voice and audits confirm that the majority of pupils know what they are learning across the curriculum and we will continue to use LIs and S.C. to ensure that learners are clear about the purpose of learning and how to achieve success.</li> </ul> <b>AFCCT</b> <ul style="list-style-type: none"> <li>AFCCT presence in school has increased pupil attendance, pupil engagement in their education and participation in the local community beyond the school day for the target group. 216 Meals have been</li> </ul>	

provided by the weekly Breakfast Club. There has been an overall reduction in lateness. Class teachers note growth in confidence for all pupils and increased engagement in class as evidenced by Leaven Scale results.

## STORYTELLER

- Our resident Storyteller planned sessions across the school in order to support increased confidence in literacy and vocabulary enrichment, with a nurturing approach, in order to support emotional well-being.
- All pupils were observed using the Leuven Scale of Engagement in September and again in January. Data indicates an increased length of time engaged in learning, with 86% of pupils scoring a 3, 4 or 5.
- Data indicates a 21% increase in pupils scoring 3 or above on the Well-being scale and a 28% increase in pupils scoring 3 or above on the Involvement scale.
- Our resident Storyteller also worked with pupils across the school to develop stories about Kaimhill School's Learning Characteristics characters. This work will help to foster a culture where mistakes are welcomed as opportunities to learn, there are high expectations for all and a shared love of learning.
- Data from Listening & Talking Rubrics shows that all classes achieved an average of greater than 0.2 effect size for 6 months. The majority of classes were significantly above this.

## BARNARDO'S

- All targeted youngsters (8) and families (7) engage positively with Barnardo's support this session as evidenced by professional dialogue, feedback from families and Barnardo's reporting to Headteacher.
- Almost all parents attend 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 three focus groups concentrating on social skills, friendship qualities and coping with conflicts. 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.
- Bespoke parenting groups support has been developed to assist with transitions.
- Universal work undertaken in the school includes work with the Kaimhill Defenders and liaising with enhanced classroom staff to extend nurture opportunities. Barnardo's development work around targeted baseline/ongoing questionnaires with teaching staff will more robustly capture impact moving forward

## GROWTH MINDSET

- Teachmindset has been working on an ongoing programme of work involving staff; pupils and parents to embed growth mindset - all with the singular purpose of raising the attainment and resilience of all pupils across the school. In the Nursery, all staff have engaged positively with initial GrowthMindset 1:1 sessions.
- We have undertaken some initial training with the house captains on what growth mindset is. This is so that they can share this with parents and pupils at assemblies. We have also undertaken an initial input with parents so that they understand the importance of using growth mindset language at home and modelling growth mindset approaches being mirrored by staff in teaching and learning through their VL and Mindset approaches.
- All staff report increased engagement in nursery children at together times now they meet as key groups. The adjustment of the key worker role has resulted in enhanced staff knowledge and understanding of nursery children's next steps.

**Next Steps:**

- Nursery staff should continue to benefit from 1:1 coaching sessions with the Principal Teacher.
- Continue to implement Planning in the Moment and floor books with support from PT. -
- All nursery staff to use benchmarks from the Progression Planners to track and identify next steps. Tracking meetings will be introduced in nursery to improve planning and target setting.
- Further develop our assessment approaches to support class teachers with the following:
  - Attainment - To show where our learners are now and what we can do to support their achievement
  - Barriers to learning - To identify barriers that prevent our learners from achieving and target supports accordingly in a timely manner.
- Assess comprehension as well as reading using the Salford Reading Test.
- Investigate an additional assessment for those pupils who reach the ceiling on the Salford Reading assessment.
- Use the EEF toolkit in order to investigate targeted intervention for vocabulary enrichment and EAL pupils.
- The next steps for Growth Mindset work are to provide more training opportunities for parents including training a group of parent coaches; and working intensively with pupils on both mindset and resilience in an ongoing programme of work from August 2019.
- Continue with targeted supports for identified pupils and families from AFCCT, Storyteller and Barnardo's Northern Star Project.

## Improvement Priority 3: Improvement in children and young people's health and wellbeing

### 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

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 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

### Impact and Evidence:

- Staff engagement with a range of HWB training over the course of the session has led to a better understanding of ACEs, the challenges some families experience and the impact these can have on pupils, this is evident in the ethos of the school. Effective working with Partnership Forum and Barnardo's partners has supported our growing commitment to trauma informed practice.
- Training
- All staff will have raised awareness and understanding of the impact of Adverse Childhood Experiences and confidently engage in Trauma Informed Practice.
- All staff report 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 evidenced by AFCCT end of year report and feedback from class teachers.
- Ongoing staff collaboration around GIRFEC and SHANARRI ensures a consistent approach leading to positive outcomes for pupils. ASN staff work collaboratively together, attending courses, sharing professional reading and ensuring that best practice is commonly debated, understood and consistently implemented.

### Next Steps:

- Continue to develop staff understanding of attachment and poverty to ensure we fully support our families and understand our pupils' wellbeing needs.
- Continued poverty proofing of school, liaison with community partners and engagement with parents regards to this agenda.
- Further develop the role of the Barnardo's Northern Star Worker in supporting parents at home to ensure positive outcomes for children's wellbeing and learning.
- Continue to work with Harlaw Partnership Forum to ensure we can access further support for our families and that we continue to collaborate with colleagues supporting one another.
- Offer open sessions for all parents to address topics requested by parents – e.g. supporting bed-time routines, improve family diet, family fitness.
- Implement a discrete HWB programme 'Health Schools', using Es and Os and Benchmarks (Curriculum Progression) and update HWB policy

- Ensure approaches to GIRFEC and SHANARRI are commonly understood by all stakeholders, with a focus on pupil understanding developed within an updated HWB curriculum.
- Positive Relationships Policy created by October 2019
- Introduction of Nurture Room and sensory space in Rainbow Room to ensure pupils who require this support have an appropriate place to have their emotional and wellbeing needs met.
- Staff to undertake training on the Boxall Profile to set and measure appropriate targets around social and emotional needs.

## 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

### NIF Driver

- School leadership (Leadership – SAC)
- Teacher professionalism (Learning and Teaching – SAC)
- Parental engagement (Families and Communities - SAC)
- Assessment of children's progress
- School Improvement
- Performance Information

### HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 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

### Impact and Evidence:

- All staff have considered the context of our school, taking account of the unique Kaimhill setting. Our Curriculum Rationale takes account of learner's curricular entitlements, increasingly reflects the uniqueness of our community and is grounded in securing children's rights and well-being.
- We have developed a strategic overview of our curriculum rationale and this has been shared with all stakeholders to ensure everyone understands what the school is trying to achieve.
- Our Curriculum Rationale incorporates the Learner Characteristics which have been developed as part of our Visible Learning work with staff, pupils and stakeholders.
- Collegiate activities indicate all staff have been supported in developing an improved understanding of the key components of curriculum design and rationale.
- Pupils have opportunities to influence curriculum development, but these are not rigorous. Pupil groups are in place for P4-P7 pupils. There is scope for improvement in this area and to raise our pupil voice profile. A focus on HGIOURS will support this.
- Quality assurance processes evidence Es and Os are being used more effectively by all staff to progressively develop skills of literacy, numeracy, digital literacy and health and well-being. Class teachers have increased confidence using benchmarks to assist with teacher judgements of CfE levels. Benchmarks need to be routinely used across all subject areas to support assessment and inform progress and attainment.
- Professional dialogue and monitoring of planning confirms that there is increasing networking amongst all staff and this has supported improvement in planning in literacy, numeracy and health and wellbeing.
- Children experiencing significant additional support needs are provided with relevant curricular experiences with a focus on skills development and bespoke support. Processes for capturing the progress and achievement of these learners has been identified as an area of improvement.

### Next Steps

- Continue to review curriculum rationale annually to ensure relevance and uniqueness and to provide engagement and consultation opportunities for all stakeholders across our Kaimhill School community.
- All staff including nursery, to use the progression pathways with benchmarks for all curricular areas
- Assessment to be implemented using Benchmarks particularly for literacy, numeracy, HWB evidenced in medium term planning.
- Develop contexts for learning and review skills for learning, life and work.
- Pupil Voice – improve outcomes by using HGIOURS to support a more focused approach.
- Implement new curriculum design initially HWB followed by IDL.

## Core Quality Indicator Evaluations based on Audit / Self-Evaluation Activity

### School

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	3

### ELCC (where appropriate)

Quality Indicator	ELCC Self-Evaluation
1.3 Leadership of change	3
2.3 Learning, teaching and assessment	3
3.1 Ensuring wellbeing, equity and inclusion	3
3.2 Securing Children's Progress	3

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

## Capacity for continuous improvement statement

**Our overall evaluation of the school's capacity for continuous improvement:**

**\* We are confident in our capacity for continuous improvement**

**Comment:**

Evaluation from the 2018-19 School Improvement Plan evidences that Kaimhill School has significant capacity for continuous improvement with audit results evidencing very high levels of relational trust across the school. Attainment levels have not met the expected outcomes and we recognise that targets set for this session were too ambitious. Scrutiny of CfE data has shown us where targeted supports are required for groups and cohorts and we will continue to evaluate the impact of our learning and teaching and respond in a more timely manner. Appropriate 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 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 confident 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.

We have engaged with the Visible Learning Programme which has brought learning to the forefront, developing a shared language of learning amongst staff and pupils. Staff learning has focused on "learning being visible" with clear learning intentions and success criteria shared with pupils; this is now observed in almost all classes. Kaimhill learner characteristics have been developed and work will be undertaken to ensure all learners and stakeholders know and use these characteristics leading to improved focus and understanding of the learning process.

The school was visited by HMIE in January 2019 when a Thematic Inspection focused on development of our curriculum and leadership of learning was undertaken. The positive, nurturing ethos of the school was recognised as was the strength of partnerships and the collegiality underpinning our working together. Our self-evaluation was validated through this process and there is a strengthened shared direction across our school community as a result of this collaboration. 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. Our staff are clear on the school's strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements. Staff are well-informed and increasingly engage in professional dialogue and learning so they can take ownership of change. The nursery has experienced staffing uncertainties with long-term ill-health continuing to fragment the Nursery Team and negatively impact on leadership and pace of change. Nursery will continue to develop and embed the bespoke Growth Mindset programme which was interrupted this session. There will be focused development time to further develop the Early Level curriculum in-line with the Planning in the Moment approach. Staff will be coached by SLT to develop knowledge and understanding of current early years practice.

Elected House Captains have a strong voice and have a clear 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 Dyslexia Support, 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 are:

- Further development of our curriculum – working closely with our partners to ensure creative and innovative approaches are used to support positive outcomes for all our learners. (1.2, 1.3, 2.2)
- Learning, teaching and assessment with improvement activities focused on Visible Learning approaches (Feedback, Metacognition and Effect Size), Tracking and Moderation. (2.3)
- Refresh of practice relating to GIRFEC, ASN and wellbeing to ensure all pupils access their entitlements relating to equity and well-being. (3.1, 3.2)
- To 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 2019-20 and beyond.

### **Our overall evaluation of the Dyslexia Service capacity for continuous improvement:**

#### **\* We are confident in our capacity for continuous improvement**

#### **Comment:**

The Dyslexia Outreach Service has been developed in line with ACC recommendations resulting from a Review of Inclusion. Improvements last session and into this academic year have been negatively impacted due to staff ill-health and resignation. Staffing for the service has recently been augmented with the recent appointment of a chartered teacher and PSA ensuring a small, but highly-skilled team is fully operational to meet increasing requests for assistance.

This session, 14 schools and 38 pupils to date have been supported by the Service and there is a waiting list for support. The high volume of referrals, questionnaire feedback and professional dialogue has highlighted the need to further develop the Service with a focus on capacity building across the authority and ensuring we support schools to meet the requirements defined by education and equality legislation.

Key area for improvements for next session are to:

- Have a positive impact on the staff and customer experience of the Council across the City of Aberdeen ensuring opportunities to develop inclusive practices, access training and build capacity.
- Offer relevant and practical support to all schools with regard to their provision for Dyslexic learners at Universal and Targeted levels.
- Continue to improve the educational experiences, achievements, attainment and outcomes for learners who have Dyslexic difficulties.
- Endeavour to empower all stakeholders to meet needs in their setting and to continue to develop sustainable and effective practice throughout Aberdeen City.

The resources and approaches that support Dyslexia, which have been and continue to be developed, also improve inclusive practice, supporting a wider range of learners needs within school communities in Aberdeen City.

# IMPROVEMENT PLAN 2019-2020

## Kaimhill School



**PART TWO: School Improvement Plan 2019-2020 - Key Priorities informing Improvement Planning (National, Local and Service /School)**

National Priorities	Local Authority Priorities
<b>Cross cutting themes</b>	<ul style="list-style-type: none"> <li>• Expand Early Learning and Childcare by 2020.</li> <li>• Establish Aberdeen as a UNICEF Child Friendly City.</li> <li>• Implement the recommendations of the child protection inspection</li> <li>• Improvement Methodology</li> </ul> <p>95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026.</p>
<b>NIF Priority 1: Improvement in attainment, particularly in literacy and numeracy</b>	<ul style="list-style-type: none"> <li>• Locality Plans seek to increase attainment of children in Priority Areas on entry to P1.</li> <li>• Senior phase /Learner Pathways</li> <li>• Increase data literacy at all levels of the system</li> </ul>
<b>NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children.</b>	<ul style="list-style-type: none"> <li>• Close the Gap through effective multi-agency working</li> <li>• 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.</li> </ul>
<b>NIF Priority 3: Improvement in children and young people's health and wellbeing.</b>	<ul style="list-style-type: none"> <li>• Improve mental health services and understanding of the affects of trauma</li> <li>• Reduce youth crime</li> <li>• Increase pupil participation</li> <li>• 85% of children and young people will report that they feel mentally well by 2026.</li> <li>• </li> </ul>
<b>NIF Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</b>	<ul style="list-style-type: none"> <li>• Provide age appropriate employment skills for children and young people in schools</li> <li>• Survey aspirations to sharpen our pre and post school supports</li> <li>• Expand and improve post school learning and employment opportunities for children and young people</li> <li>• 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</li> </ul>

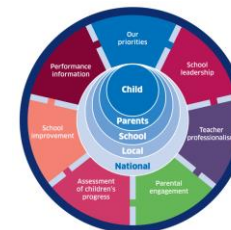
## Overview

### 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



**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

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 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.

## Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy

**Lead Responsible: Susie Webster**

**Partnership Forum (where appropriate):**

## Expected Outcome(s) for whom, by when, by how much?

- By June 2020, a consistent approach in learning and teaching will be embedded across all classes.
- By June 2020, all staff will use a range of assessment approaches to 'Know Thy Impact' and identify strategies/interventions leading to measurable improvement.
- By June 2020, between 75% and 80% of pupils in P1, P4 and P7 will achieve expected levels in Literacy and Numeracy.
- By June 2020, almost all targeted pupils will achieve an effect size of 0.4 or greater.

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change  Who?	Timescale  By When?	Progress
			Time Resource	School Budget Resource £			On Track
							Behind Schedule
							Not Actioned
<ul style="list-style-type: none"> <li>• Staff engage in action research approach and become evaluators of their teaching, understanding what works best for their pupil's learning</li> <li>• Data shows a 0.4 greater effect size in core learning</li> <li>• Class monitoring shows improvement and consistency across the school</li> <li>• Pupil Council engage with HGIOURS to evaluate progress</li> <li>• HGIOELCC self-evaluation activity</li> <li>• Pupil Focus Groups</li> <li>• Sampling of pupil work</li> </ul>	2.3	<b>LEARNING &amp; TEACHING</b> <b>Visible learning</b> Ongoing professional learning activities as a school and ASG, supported by Impact Coaches - focus on pedagogy aiming to improve the range and quality of feedback, develop assessment capable pupils and learner dispositions (See detailed VL plan #2) <ul style="list-style-type: none"> <li>• <b>Effective Learning &amp; Teaching (including co-construction of S.C.)</b></li> <li>• <b>Effective Feedback</b></li> <li>• <b>Effect Size – CT Focus</b></li> </ul> <b>Nursery – introduce Kaimhill Learner Characteristics</b>	<b>Visible Learning Plan #2</b>  <b>3x In-set days</b> 22 <sup>nd</sup> Nov 2019 18 <sup>th</sup> Feb 2020 7 <sup>th</sup> May 2020  17 <sup>th</sup> February 2020 – Effective Feedback		<b>SLT</b>  <b>Impact Coaches</b>	June 2020	

<ul style="list-style-type: none"> <li>• CfE/SNSA data</li> <li>• Professional dialogue through regular tracking and planning meetings – linked closely with HGIOS4 challenge questions</li> <li>• IEPs</li> <li>• Standardised assessment results</li> <li>• Teacher confidence questionnaire (ASG)</li> </ul>	1.2	<b>ASSESSMENT &amp; MODERATION</b> <ul style="list-style-type: none"> <li>• Update QA calendar of monitoring and tracking professional dialogue sessions – attainment and achievement</li> <li>• Use attainment data to set aspirational targets for all pupils</li> <li>• Update annual assessment calendar</li> <li>• Use analysis of assessment data, CFE &amp; SNSA data to identify strategies and interventions leading to measurable improvement</li> <li>• Numeracy/Literacy – focused support targeted at P3 and P7 (Read Write Inc., Fresh Start, Power of 2, Leckie &amp; Leckie CfE maths)</li> <li>• ASG moderation and assessment activities</li> <li>• Create Learning, Teaching &amp; Assessment policy</li> </ul>	3 x ASG CLPL 17 <sup>th</sup> Sept 2019 3 <sup>rd</sup> Dec 2019 18 <sup>th</sup> Feb 2020 (In-Service)		DHT HT		
	2.3			£200			
<ul style="list-style-type: none"> <li>• P1 phonological awareness assessments</li> <li>• Termly Tracking progress meetings</li> <li>• Analyses of developmental overviews Emerging Literacy</li> </ul>	1.2 2.2 3.2	<b>EMERGING LITERACY</b> Continue to engage in Northern Alliance & ACC CLPL activities/networking to improve pedagogy in early years. Fully embed the use of developmental overviews in the nursery setting - using these to	CLPL Nursery, P1 and P2 staff  Northern Alliance/ACC Networking		PT 0.4  PT 0.6	From August 2019 & throughout session	

		plan quality experiences for all learners. Continue to embed processes at nursery, P1 and P2 regards the teaching and assessment of phonological awareness. Engage with the Pre-Teaching Vocabulary materials and videos - sharing at a whole school level. Create a resource bank for each aspect of Phonological Awareness which will be accessible for staff delivering inputs to targeted groups.	Emerging Literacy in Early Learning and Childcare (ELC) Online Toolkit				
<ul style="list-style-type: none"> <li>CfE/SNSA data</li> <li>Professional dialogue through regular tracking and planning meetings</li> <li>IEPs</li> <li>Standardised assessment results</li> </ul>	1.4 2.4 3.2	<b>SUPPORT FOR LEARNERS</b> Adapt remit of Rocket Room to provide targeted Literacy and Numeracy support using range of school interventions.  Implementation of (Early)Talk Boost with identified pupils.  Boxall Profile used to identify social and emotional targets, direct programmes of (nurture) work and development IEPs	D. Dingwall-McBain P. Morrison  Nursery Teacher/EYP/ P1 Teacher/PSA trained  J Creighton	PEF  PEF	HT	From August 2019	
<b>Monitoring Progress and Evaluating Impact</b> <i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i>							
<b>Impact and Evidence:</b>							

## Pupil Equity Fund Budget Allocation April 2019 - £ 85 320 (+ £ carry forward)

### Pupil Equity Fund Rationale 2019-2020

**‘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)**

**Five Key Areas: Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement; Participation**  
**Achieving Equity - Identified gap(s) to raise attainment; Targeted Interventions; Quintiles / Deciles**

### Our Gap

We have further refined approaches and identified our gap at Kaimhill School using the following revised criteria.

Pupils targeted for intervention are:

- Not achieving expected CfE levels for Reading, Writing, Listening & Talking and Numeracy (with account taken of percentile scores 0-15 in Standardised assessment data)
- AND
- Free school Meals and/or SIMD 1-4

SIMD Deciles	1	2	3	4	5	6	7	8	9	10
Quintiles	1 2	3 4	5 6	7 8	9 10	11 12	13 14	15 16	17 18	19 20
Kaimhill School	0.0%	0.0%	18.8%	48.0%	1.1%	28.9%	1.8%	0.4%	0.0%	1.1%
Aberdeen City Schools	1.6%	9.9%	14.4%	10.2%	7.5%	5.2%	6.8%	8.8%	9.7%	24.6%

Standardised score	Qualitative Interpretation of standardised scores	Percentile score
>130	Excellent	>98
116 – 130	Well above average	84-98
110 - 115 85 – 115 85 - 90	higher average average/age-appropriate lower average	16 - 83
70 – 84	well below average	2 - 15
<69	very weak	<2

**Analysis of data indicates Pupil Equity Funding will be used to provide additional resources to support gaps in:**

- We will develop more focused measures and outcomes to robustly evidence raised attainment and progress for smaller groups of targeted pupils. School staff are becoming 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 continued 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 confidently articulate 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.

## Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children / young people

**Lead Responsible: Susie Webster/Diane Rough**  
(See PEF Spending Plan for continuation items)

**Partnership Forum (where appropriate):**

## Expected Outcome(s) for whom, by when, by how much?

- 100% of targeted pupils and families are engaging with the interventions and increasingly able to talk positively about their school experiences. Scaling techniques, including Leuven Scale, evidence improvements in Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation as relevant by June 2020.
- By June 2020, data will show an increase of at least 10% in pupils who are below their expected attainment levels in literacy and numeracy.
- To reduce the gap between quintile 2 and quintile 5 (Scottish Government stretch targets) by increasing level achieved in Reading by 10% in P1, P4 and P7.
- To reduce the gap between quintile 2 and quintile 5 (Scottish Government stretch targets) by increasing level achieved in Numeracy by 10% in P1, P4 and P7.

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change  Who?	Timescale  By When?	Progress
			Time Resource	PEF £			On Track
<ul style="list-style-type: none"> <li>• Teachers' planning and assessment</li> <li>• CfE Attainment data / whole school and nursery tracker</li> <li>• Tracking progress across interventions</li> <li>• Baseline measures – literacy / numeracy</li> <li>• Leuvan Scale</li> <li>• Standardised assessment</li> </ul>	2.3	<ul style="list-style-type: none"> <li>• Termly analysis of attainment tracking data to monitor and respond to all gaps in pupil attainment.</li> <li>• <u>Interventions</u> Barnardo's Northern Start Project AFCCT TeachMindet PSA Hours/Learning Interventions PEF Champion Boxall Profile Storyteller Talk Boost</li> </ul>	Monthly	£121 600 (includes carry forward from 2018/19)	SLT  D. Dingwall-McBain  Targeted Support Team	June 2020	Behind Schedule
							Not Actioned

<ul style="list-style-type: none"> <li>Effect sizes</li> </ul>							
<ul style="list-style-type: none"> <li>Improvements in Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation</li> <li>Consultation, Professional Dialogue, Self-Evaluation, Case reviews,</li> <li>SHANARRI/Improved HWB outcomes</li> <li>Evaluation</li> </ul>	2.5 2.7 3.1 3.2	<b>Barnardo's Northern Star Project</b> <b>Whole Family support for targeted families; 1 -2-1 Support, Group work &amp; Nurture</b>  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.		£45 000	HT Barnardo's – Alice Digney	June 2020	
<ul style="list-style-type: none"> <li>Baseline and end of term assessment – Leuven Scale (Dec, March &amp; June)</li> <li>Tracking using SHANARRI Indicators</li> <li>Tracking data linked to Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement, Participation</li> <li>Evaluation &amp; Feedback</li> </ul>	2.5 2.7 3.1 3.2	<b>Aberdeen Football Club Community Trust AFC Breakfast Club</b> - Early morning coaching session and breakfast provision for targeted pupils <b>AFC Footy Tea</b> - After school education programme to enhance learning followed by dinner provision promoting life skills for targeted pupils <b>Red Start</b> – Football, Fitness and Fun Physical activity with integrated health and wellbeing messages for identified groups of pupils. <b>Better Playground Play</b> – Promoting positive behaviour through football. Physical activity with integrated messages including resilience, respect and tolerance. <b>Dons Family in Training</b> - After school health and well-being and education workshops for targeted families. <i>(introduced August 2019)</i>		£19 000	HT/DHT AFCCT – David Clark	June 2020	

<ul style="list-style-type: none"> <li>Parent Consultation &amp; Feedback – surveys linked to effective learning &amp; Teaching</li> <li>Pupil consultation – surveys led by Pupil Council (HGIOURS)</li> </ul>	1.1 1.3 2.3	<b>TeachMindset</b> Growth Mindset delivered by TeachMindset – Nursery and school staff <ul style="list-style-type: none"> <li>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.</li> </ul>	23 <sup>rd</sup> /27 <sup>th</sup> /28 <sup>th</sup> August 2019- JP Fitzpatrick	£4725	HT	From August 2019- ongoing	
<ul style="list-style-type: none"> <li>Baseline and ongoing assessment data</li> <li>Tracking progress across interventions</li> <li>Evaluation</li> </ul>	2.4 1.4 3.2	<b>Plan 1a: Literacy Interventions – Literacy Box 1&amp;2/Toe by Toe/Read Write Inc. /Fresh Start</b>  To provide high-quality training and on-going support for Kaimhill PSAs to ensure a noticeable, positive impact on pupil learning and achievement. <ul style="list-style-type: none"> <li>Increase acquisition of literacy skills of all targeted pupils.</li> <li>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.</li> </ul> <b>Plan 1b: Numeracy Interventions – Numeracy Box 1/Plus 1/Power of 2</b> <ul style="list-style-type: none"> <li>To provide high-quality training and on-going support for Kaimhill PSAs to ensure a noticeable, positive impact on pupil learning and achievement.</li> <li>Increase acquisition of numeracy skills of all targeted pupils with at</li> </ul>	SfL Team PEF	£2 500	SLT  D Dingwall- McBain	June 2020	

		least 70% attaining an increase in their number age.					
<ul style="list-style-type: none"> <li>Pre and post assessment data</li> <li>Tracking progress across interventions</li> </ul>	1.4 2.4 3.2	EAL intervention – Talk Boost structured, <i>robust</i> programme to boost pupils' communication by an average of 18 months after ten weeks of intervention.	Nursery teacher/EYP P1 CT/PSA 2x twilight training	<b>£500</b> <b>£500</b>	HT PT 0.6	Sept 19	
<ul style="list-style-type: none"> <li>Termly meetings</li> <li>Review of tracking data linked to Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement, Participation</li> <li>Evaluation</li> </ul>	1.2 1.4 3.2	<b>PEF Champion</b> <ul style="list-style-type: none"> <li>Termly analysis of attainment tracking data to identify gaps in pupil attainment.</li> <li>PSA training/timetabling</li> <li>Assessment</li> </ul>		<b>£3000 (approx.)</b> (18daysx170.00)	D. Dingwall McBain/ SLT	June 2020	
<ul style="list-style-type: none"> <li>Meetings with PEF Champion/SLT</li> </ul>		<b>PSA Hours</b> <ul style="list-style-type: none"> <li>Delivery of targeted literacy and numeracy interventions</li> </ul>		<b>£45 000 (approx.)</b> 36.7hrs x 39 weeks)	D. Dingwall McBain/ SLT		
<b>Monitoring Progress and Evaluating Impact</b> <i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i>							
<b>Impact and Evidence:</b>							

### Overall Pupil Equity Funding Planned Expenditure

	Details – Resources and Staffing	Approximate Cost £
<b>Literacy</b>		
<b>Reading</b>	<b>Resources</b> – Fresh Start, Read Write Inc, Toe by Toe	2 000
	5 Minute Literacy Box 1 and 2	
	Assessment – GL Progress and Achievement	
<b>Writing</b>	<b>Resources</b> - Fresh Start, Read Write Inc	
<b>Listening and Talking</b>	<b>Resources</b> - Talk Boost (EAL)	1 000
<b>Numeracy</b>		
<b>Numeracy</b>	<b>Resources</b> - Plus1 & Power of 2, 5 Minute Maths Box	500
	Assessment – Basic Number Diagnostic assessment	
<b>HWB</b>		
<b>HWB</b>	Barnardos – Northern Star Project	45 000
	AFCCT	19 000
	TeachMindset - Growth Mindset	4 725
	Adventure Aberdeen	1 375
<b>Staffing</b>	PSAs	45 000
	PEF Champion	3 000
<b>Additional</b>	Boxall Profile	1 000
	<b>Total</b>	122 600

### Improvement Priority 3: Improvement in children and young people's health and wellbeing

#### Lead Responsible: Senior Leadership Team

#### Next Steps Identified from Session 2018-2019:

- Continue to develop staff understanding of attachment and poverty to ensure we fully support our families and understand our pupils' wellbeing needs
- Develop ways of supporting all pupils as well as targeted groups to develop healthy lifestyles and build resilience

**Partnership Forum (where appropriate):** Continue to work with the Partnership Forum to ensure we can access further support for our families and that we continue to collaborate with colleagues supporting one another.

### Expected Outcome(s) for whom, by when, by how much?

- By June 2020 all pupils will experience a planned, progressive Health and Wellbeing programme.
- By June 2020 SHANNARI Assessment will be used with all pupils to ensure emotional wellbeing needs are understood and met.
- By June 2020, any child requiring social and emotional support are support by the completion of a Boxall profile.

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change  Who?	Timescale  By When?	Progress
			Time Resource	School Budget Resource £			On Track
							Behind Schedule
							Not Actioned
<ul style="list-style-type: none"><li>• An improvement in the teaching of the HWB curriculum identified through monitoring visits and learning walks</li><li>• Engagement of pupils. (Leuven scale and planning)</li><li>• Dialogue with pupils indicates improved learning across HWB</li><li>• Pupil voice – HGIOURS activity focusing on learning</li><li>• Medium term planning – professional dialogue</li></ul>	<b>1.3</b> <b>2.2</b> <b>3.1</b>	Implement a discrete HWB programme ‘Health Schools’, using Es and Os and Benchmarks (Curriculum Progression) Create HWB policy	DHT/ All staff - Inservice day #2		DHT	August 2019	
		All classes and nursery will use the progression pathway for HWB and further detail will be evidenced in medium term planning. Implementation of Bounce Back by all staff to support HWB programme.				August/Sept 2019	
		Investigate a pupil friendly means to engage pupils more with GIRFEC – ASG agreement re wellbeing tool (ESW). Evaluation of HWB programme.			HT	April 2020	
		DHT					

Staff professional dialogue indicates increased awareness and understanding	<b>2.1</b> <b>3.1</b>	Collegiate activities focusing on Equity Agenda, focusing on poverty, closing the attainment gap, attachment disorder, ACE's including collegiate work and consultation with Barnardos and Harlaw Partnership Forum colleagues. Continued poverty proofing of school, engaging with parents.	HT/ All staff/ Partnership Forum		HT  PT – 0.4	Oct 2019 & throughout session	
<ul style="list-style-type: none"> <li>• SHANARRI - Wellbeing Indicators Data</li> <li>• Leuven Scale data</li> <li>• Breakfast data</li> <li>• Pupil voice</li> </ul>	<b>1.5</b> <b>2.4</b> <b>3.1</b>	<p>Whole school engagement with Aberdeen Football Club Community Trust – Red Start groups as part of the HWB programme, aiming for improved fitness levels and full engagement of 2hr PE each week.</p> <p>All pupils will have their wellbeing needs monitored twice a year and more if required &amp; support where identified – change method to Google classroom doc.</p> <p>Breakfast is available to those who require</p>	<p>David Clark – AFCCT</p> <p>SLT</p> <p>DHT/PT 0.4</p>	19 000	HT DHT	<p>From August 2019</p> <p>Sept 2019 &amp; March 2020</p> <p>Ongoing</p>	
Pupil Voice Classroom monitoring and learning walks	<b>1.2</b> <b>2.3</b> <b>2.5</b>	Learner Characteristics /values to assist with classroom charters – using assemblies and parental engagement events to embed, improving engagement with learning and improved learning attitudes. (Visible Learning Plan)	SLT/all staff Visible Learning Plan #2	PEF plan	HT	August 2019 & throughout session	
<ul style="list-style-type: none"> <li>• Improved attendance - data</li> <li>• Parents have increased confidence</li> <li>• SHANARRI - Wellbeing Indicators Data</li> </ul>	<b>2.5</b> <b>2.7</b> <b>3.1</b>	Offer open sessions for all parents to address topics requested by parents – e.g. supporting bed-time routines, improve family diet, family fitness	Barnardo's & relevant partners i.e. School Nurse, AFCCT/ Partnership Forum Colleagues	PEF plan	SLT	Ongoing	
• SHANARRI - Wellbeing Indicators Data	<b>1.5</b> <b>2.2</b> <b>2.4</b> <b>3.1</b>	<p>Staff training re Boxall Profile</p> <p>Introduction of Nurture Room and sensory space in Rainbow Room to ensure pupils</p>	J. Creighton/ A. Digney /HT	<p>£1 000</p> <p>PEF plan</p>	HT ASN staff	From August 2019	

<ul style="list-style-type: none"> <li>• Data from Boxall Questionnaires</li> <li>• Pupil voice IEPs/Child's Planning</li> </ul>		<p>who require this space, have an appropriate place to have their emotional/wellbeing needs to be met</p> <p>Develop a rationale, plan and risk assessment for how to use the Nurture Space based on knowledge gathered from visiting other settings</p>					
<p align="center"><b>Monitoring Progress and Evaluating Impact</b></p> <p align="center"><i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i></p>							
<p><b>Impact and Evidence:</b></p>							

Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people		Expected Outcome(s) for whom, by when, by how much?					
Lead Responsible: Diane Rough – DHT		<ul style="list-style-type: none"> <li>All staff have increased confidence in planning and delivering the curriculum for pupils linked to the World of Work by June 2021</li> <li>By June 2021, all pupils engage in opportunities developed through the curriculum and linked with the DYW agenda</li> <li>All nursery and school children will benefit from improved opportunities to fully access their curricular entitlements which reflect Principals of Curriculum Design, the 4 contexts for learning and the 4 capacities, by June 2021</li> </ul>					
Partnership Forum (where appropriate):							
Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress
			Time Resource	School Budget Resource £			On Track
<ul style="list-style-type: none"> <li>Teachers' Planning</li> <li>Classroom monitoring</li> <li>SLT and impact coach feedback</li> <li>Range of engagement with business partners</li> <li>Evaluation</li> </ul>	2.2 2.7	<b>Curriculum</b> <ul style="list-style-type: none"> <li>Implement HWB programme – 'Healthy School' (online resource)</li> <li>Create HWB policy</li> <li>Collaborative Curriculum Planning of learning and assessment across overarching themes developed.</li> <li>Develop and implement planning format that encapsulates outdoor learning opportunities, skills for learning, life and work, sustainability and partnership working</li> </ul>	DHT/ All staff		DHT/SLT	August 2019  October 2019  October 2019	Behind Schedule
							Not Actioned
<ul style="list-style-type: none"> <li>Increased pupil and parent knowledge of DYW, skills for life, learning and work and career options, pathways.</li> <li>Partnership Breakfasts -surveys</li> </ul>	3.3 2.7	<b>World of Work</b> <ul style="list-style-type: none"> <li>Parent Engagement /skills for life, learning and work - careers event with pupils, parents, staff and partners</li> <li>World of Work Week -</li> <li>Continue to develop and celebrate range of partnerships at Kaimhill School</li> </ul>	All staff		DHT/SLT	March 2020	

and stakeholder consultation feedback.		<ul style="list-style-type: none"> <li>Implementation of Skills Development Scotland resource 'My World of Work' – Primary 5 - 7</li> </ul>	P5-7 teachers				
<b>Monitoring Progress and Evaluating Impact</b> <i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i>							
<b>Impact and Evidence:</b>							

## Dyslexia Outreach Service 2019-2020

<b>2019-2020 Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy</b>		
<b>2019-2020 Improvement Priority 3: Improvement in children and young people's health and wellbeing</b>		
<b>NIF Priority</b> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>		<b>NIF Driver</b> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>
<b>LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers:</b> <ul style="list-style-type: none"> <li>• Children are safe and responsible</li> <li>• Children are getting the best start in life</li> <li>• Children are respected, included and achieving</li> </ul>		<b>The ICS primary drivers have guided the formation of 4 key priorities for action:</b> <ul style="list-style-type: none"> <li>• Closing the Gap</li> <li>• Youth engagement and inclusion</li> <li>• Health and wellbeing</li> <li>• Community safety and environment</li> </ul>
<b>HGIOS?4 QIs</b>		
<ol style="list-style-type: none"> <li>1. Self-evaluation for self-improvement</li> <li>2. Leadership of learning</li> <li>3. Leadership of change</li> <li>4. Leadership of management and staff</li> <li>5. Management of resources to promote equity</li> </ol>	<ol style="list-style-type: none"> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> </ol>	<ol style="list-style-type: none"> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement</li> <li>3.2 Securing children's progress (ELC)</li> <li>3.3 Increasing creativity and employability</li> </ol>
<b>Curriculum for Excellence – Entitlements for all children and young people</b>		
<ol style="list-style-type: none"> <li>1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.</li> <li>2. Every child and young person is entitled to experience a broad general education.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide.</li> <li>6. Every young person is entitled to support in moving into a positive and sustained destination.</li> </ol>	

**Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy**

**Lead Responsible: Susie Webster, Debbie Dingwall-McBain, Susan Miller**

**Partnership Forum (where appropriate):**

**Expected Outcome(s) for whom, by when, by how much?**

- By June 2020, city schools in receipt of Dyslexia Outreach Support Service provision will have raised awareness and understanding about the roles, vision, values and aims of the Dyslexia Outreach Service.
- By June 2020, improved partnership-working with pupils, staff and parents within schools in receipt of Dyslexia Outreach Support Service provision.
- By June 2020, increased signposting for dyslexia platforms, information, training, resources and support, for staff, pupils and parents in receipt of Dyslexia Outreach Support Service provision.
- By June 2020, aligned record keeping by staff within the Dyslexia Outreach Support Service to ensure consistency of provision across the city.

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change  Who?	Timescale  By When?	Progress
			Time Resource	School Budget Resource £			On Track
<ul style="list-style-type: none"> <li>Schools' evaluative feedback on accessing information about roles, shared vision, values and aims of DOS</li> </ul>	1.2	Raise profile of DOS within Aberdeen City schools by <ul style="list-style-type: none"> <li>updating roles, vision, values and aims</li> <li>outlining rationale</li> <li>overview of roles provided</li> <li>increased digital presence through Kaimhill website and Twitter</li> </ul>	Addressing Dyslexia Toolkit  Dyslexia Scotland  2014 Making Sense Review Recommendations		Dyslexia Outreach Support Service teaching staff	April 2020	Behind Schedule
	1.3						Not Actioned
<ul style="list-style-type: none"> <li>Increased acquisition of literacy skills for targeted pupils accessing Outreach Service</li> <li>Baseline and ongoing assessment data</li> <li>Follow-up Review of suggested strategies/actions</li> </ul>	1.2 2.4 2.7 3.1	Informed selection of assessment resources and literacy programmes to personalise support and improve experiences and achievements for learners with dyslexia.  Regular meetings between Dyslexia Outreach Support	Addressing Dyslexia Toolkit  2014 Making Sense Review Recommendations  Dyslexia Unwrapped (8-18year olds)		Dyslexia Outreach Service staff	April 2020	

<p>from initial report/Review of Evidence</p>		<p>Service staff in planning relevant learning and next steps; regular opportunities for mentoring PSAs attached to Service.</p> <p>Lesson plan record sheets to record pupil dialogue, progress, next steps.</p> <p>Recommendation, mentoring and training of school staff in use of specific resources e.g. Fresh Start, Read Write Inc, Phonic Readers, Barrington Stoke, SWAP, Stile, ICT.</p> <p>Review Meetings with Dyslexia Outreach Support Service staff, school staff and parents, including Follow-up Review of actions.</p>	<p>GIRFEC approach</p>				
<ul style="list-style-type: none"> <li>Improved school communities' understanding of dyslexia and inclusive practice to support learners with dyslexia in their contexts through -</li> <li>Dyslexia Outreach Service evaluations</li> <li>City primary schools' evaluations</li> </ul>	<p>1.2 1.3 2.7 3.1</p>	<p>Partnership working within Aberdeen City through:</p> <p>Promotion of OU online Dyslexia and Inclusive Practice Modules through Dyslexia Scotland/Addressing Dyslexia Toolkit</p> <p>Professional engagement twilights on Supporting Learners with Dyslexia with Dyslexia Outreach Support</p> <p>Service teaching staff (Universal &amp; Targeted Support Approaches/Removing potential barriers to learning)</p> <p>Creation of OIL course around Supporting Learners with Dyslexia by DOS teaching staff</p>	<p>Addressing Dyslexia Toolkit</p> <p>OU-DS Online Modules: Dyslexia and Inclusive Practice</p> <p>Module 1 – An Introduction</p> <p>Module 2 – Supporting Learners</p> <p>Highland Literacy Overviews/ Working Memory Resources</p> <p>Visible Learning</p>		<p>Dyslexia Outreach Support Service teaching staff</p>	<p>April 2020</p>	

			<p>2014 Making Sense Review Recommendations</p> <p>Dyslexia Scotland</p> <p>Aberdeen City's Staged Levels of Intervention</p> <p>GIRFEC approach</p>				
<ul style="list-style-type: none"> <li>Increased understanding by school staff* of identification of dyslexia process in line with the Scottish Government Working Definition of Dyslexia and their role within this process:</li> <li>Dyslexia Outreach Support Service evaluations</li> <li>Rating scales within evaluations</li> <li>Feedback from schools/SLT recorded via Initial Information Gathering Meetings and Reviews/Follow-ups</li> </ul>	<p>1.2</p> <p>1.3</p> <p>2.7</p> <p>3.1</p>	<p>Adaption of Dyslexia Outreach Support Service referral form of the specific roles of the Service including support with Identification process; offer consultative meetings (*initially for SLT and ASL staff) to outline and model.</p> <p>Begin to streamline collaborative procedures for the identification of dyslexia pathway for city schools in line with Education Scotland Route Map and National Toolkit Identification Pathway and resources</p> <p>Develop cross-authority partnerships (e.g. Aberdeenshire, Glasgow Dyslexia Support Service)</p>	<p>2014 Making Sense Review Recommendations and Education Scotland's Draft 'Inclusive Practice Implementation Resource' including Springboard for Reflective Conversations</p> <p>Addressing Dyslexia Toolkit</p> <p>e.g. Dyslexia Route Map, Dyslexia Identification Pathway, Planning Tool, Resources to support identification process</p> <p><a href="#">CT roles</a></p> <p>OU-DS Online Modules: Dyslexia and Inclusive Practice</p> <p>Module 1 – An Introduction</p> <p>Module 2 – Supporting Learners</p> <p>Module 3 - Identification</p> <p>Aberdeenshire's Collaborative Procedures in Identifying Dyslexia</p>		Dyslexia Outreach Support Service teaching staff	April 2021	

			<p>ASL Act (2004, amended 2009)</p> <p>Supporting Children's Learning Code of Practice 2017</p> <p>GIRFEC approach</p> <p>CLPL</p>				
<ul style="list-style-type: none"> <li>Parental feedback from forums about more effective communication, collective dialogue opportunities and suggested resources/strategies for home support:</li> <li>Schools' parental feedback</li> <li>Evaluation</li> </ul>	<p>1.3</p> <p>2.4</p> <p>2.7</p> <p>3.1</p>	<p>Parental Forums based at Kaimhill School for parents of pupils accessing Service</p> <p>Parental Engagement/Information Events about the roles of Dyslexia Outreach Service/ Dyslexia/Home Support Strategies (school requests as per capacity)</p>	<p>Dyslexia Scotland</p> <p>Dyslexia Scotland North-East Branch</p> <p>Addressing Dyslexia Toolkit</p> <p>2014 Making Sense Review Recommendations</p> <p>Enquire</p> <p>Parentzone Scotland</p> <p>CALL Scotland</p> <p>EEF – Working with Parents to Support Children's Learning</p> <p>ASL Act (2004, amended 2009)</p> <p>Supporting Children's Learning Code of Practice 2017</p>		Dyslexia Outreach Support Service teaching staff	April 2021	

<b>Monitoring Progress and Evaluating Impact</b> <i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i>						
<b>Impact and Evidence:</b>						

<b>Improvement Priority 3: Improvement in children and young people's health and wellbeing</b>  <b>Lead Responsible: Susie Webster, Debbie Dingwall-McBain, Susan Miller</b>  <b>Partnership Forum (where appropriate):</b>				<b>Expected Outcome(s) for whom, by when, by how much?</b> <ul style="list-style-type: none"> <li>By June 2020, all city primary schools receiving Dyslexia Outreach Support will have raised awareness and understanding about the roles, vision, values and aims of the Dyslexia Outreach Service</li> <li>By June 2020, increased participation and engagement by all learners in receipt of support from Dyslexia Outreach Support Service through regular and consistent dialogue about dyslexia and learning</li> <li>By June 2020, most city primary schools receiving Dyslexia Outreach Support will start to use Dyslexia Outreach Service evidence collations to inform learner profiles</li> </ul>			
Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress
			Time Resource	School Budget Resource £			On Track
Dyslexia Outreach Support Service pupils can engage in dialogue about their dyslexia, their strengths, strategies and areas for support (through supportive school ethos and positive relationships)	2.4 3.1	Support learners to understand their dyslexia: <ul style="list-style-type: none"> <li>Amalgamate Pupil Voice, Pupil Questionnaire and Learner Questionnaire to provide structured holistic overview of pupil strengths, areas of difficulty, views and feelings</li> <li>Develop 'Learning and Me' series of activities to provide</li> </ul>	Dyslexia Unwrapped  Scottish Government Working Definition of Dyslexia  Dyslexia Scotland  Addressing Dyslexia Toolkit  'Dyslexia and Me' (Dyslexia Scotland publication)		Dyslexia Outreach Support Service staff	April 2021	On Track
							Behind Schedule
							Not Actioned

<ul style="list-style-type: none"> <li>Staff/parent evaluation</li> </ul>		<p>learners with a platform to explore and link their learning, feelings, strategies and strengths</p> <ul style="list-style-type: none"> <li>Lesson plan record sheets to record pupil dialogue, progress, next steps</li> <li>Include staff/parent responses in Review Meeting format</li> </ul>	<p>Dyslexia Voice Pupil Voice, including rating scale Pupil Questionnaire/Learner Questionnaire Dekko Comics</p> <p>2014 Making Sense Review Recommendations and Education Scotland's Draft 'Inclusive Practice Implementation Resource' including Springboard for Reflective Conversations</p>				
<ul style="list-style-type: none"> <li>Review of Evidence formats to inform teaching staff of strengths, suggested strategies and next steps in learning</li> <li>Staff evaluation/feedback</li> </ul>	1.2 1.3 2.7 3.1	<ul style="list-style-type: none"> <li>Signpost schools to Collaborative Assessment Summary Form (toolkit) or adapted Review of Evidence format</li> <li>Dyslexia Outreach Support Service reviews and written reports can be used by schools to inform learner profiles which maximise strengths and support areas of difficulty.</li> </ul>	<p>Addressing Dyslexia Toolkit</p> <p>Review of Evidence format/ Collaborative Assessment Summary Form (toolkit)/ Pupil Reports</p> <p>2014 Making Sense Review Recommendations and Education Scotland's Draft 'Inclusive Practice Implementation Resource' including Springboard for Reflective Conversations</p>		Dyslexia Outreach Support Service teaching staff	April 2021	
<p align="center"><b>Monitoring Progress and Evaluating Impact</b> (To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</p>							
<p><b>Impact and Evidence:</b></p>							

<b>QI 1.2 Leadership of Learning 2019-20</b> <b>Professional Engagement and Collegiate Working – Leadership at all Levels</b>	
<b>Whole School Initiatives / Maintenance Areas</b>	<b>Leader(s) Promoted and Unpromoted Staff</b>
Rights Respecting School	Diane Rough
Emerging Literacy	Sean Rafferty – 0.4 PT
ASG Health & Wellbeing	Pamela Morrison/Elaine Jamieson
Visible Learning	Susie Webster - Head Teacher Diane Rough - DHT <u>Impact Coaches</u> <ul style="list-style-type: none"> <li>• Katie Westacott</li> <li>• Alex Walker</li> <li>• Jennifer Creighton</li> </ul>
Nursery & Early Years	Fiona Black – Principal Teacher 0.6
1+2	Maria Fraser
SfL	Diane Rough – DHT Sean Rafferty – PT (0.4)
Kaimhill Defenders	Diane Rough /Alice Digney – Barnardo's Northern Star

Digital Technologies Co-Ordinator	Katie Westcott – P7 Teacher
Literacy Co-Ordinator Champions	Robbie Skinley – P5/6 Teacher Jennifer Creighton/Anne Pirire
Numeracy Co-Ordinator	Sean Rafferty – PT 0.4
Poverty Proofing Agenda	Sean Rafferty – PT 0.4
Parental Engagement Champions	Carolyn Forrest/Marcela McLean
Pupil Voice and Achievement Champions	Charlotte Serna/Colette Breen
LAC Champion	Fiona Black
EAL Champion	Diane Rough

**Date uploaded onto website**

**October 4<sup>th</sup> 2019**

