

Kaimhill School

Standards, Quality & Improvement Plan



PROUDLY WORKING TOGETHER AS ONE TEAM TO KEEP
CHILDREN, YOUNG PEOPLE AND COMMUNITIES SAFE, HEALTHY AND THRIVING

National Improvement Framework Priorities <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health & wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	Local Outcome Improvement Plan (LOIP) Stretch Outcomes <ul style="list-style-type: none"> 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026. 90% of children and young people will report that they feel mentally well by 2026. 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. 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. 25% fewer young people (under 18) charged with an offence by 2026.
School Improvement Priorities (2020-21) Priority 1 – Health and Wellbeing of all Priority 2 – Development of a responsive curriculum incorporating a Blended approach to Learning Priority 3 – Development of a full return to our school building for learning	School Improvement Priorities (2021-2022) Priority 1 – Leadership of Change Priority 2 – Learning, Teaching and Assessment Priority 3 – Ensuring wellbeing, equality and inclusion Priority 4 – Raising attainment and achievement

<p>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 (ACC) 3Rs project. Our catchment area is socially and economically diverse and almost all our pupils live in the catchment area for the school. Our school roll has risen significantly and continues to sit over the official capacity. In August 2021 two additional refurbished rooms, previously used by the Community Learning Wing, will provide additional accommodation for our growing school population. The pupil roll stands at 326 with an additional 80 pupils in the Early Years setting.</p> <p>Our current school roll for 2021-2022 –</p> <table> <tr> <th>Nursery</th><th>P1</th><th>P2</th><th>P3</th><th>P4</th><th>P5</th><th>P6</th><th>P7</th><th>School Total</th></tr> <tr> <td>80</td><td>56</td><td>46</td><td>45</td><td>56</td><td>58</td><td>46</td><td>37</td><td>344</td></tr> </table>									Nursery	P1	P2	P3	P4	P5	P6	P7	School Total	80	56	46	45	56	58	46	37	344
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The pandemic has had a significant impact on the wellbeing not only of a number of children and their families but also on the community as a whole, as a result of isolation and the loss of supportive networks, as well as financial and food insecurity. To mitigate for this pupils, parents and staff will have opportunities to participate in a refreshing of the shared understanding of our school vision and as we seek to re-establish the school's place in our local community through our work developing connected and compassionate communities.

All learners are offered opportunities to reflect regularly on their wellbeing and to participate in interventions to address recognised needs. All staff have previously participated in work to embed trauma-informed practices, which will be consolidated through Emotion Works and the Connected and Compassionate Communities approach.

A restructured Senior Leadership Team from August 2021 comprises of a Head Teacher, 1.6 Depute Head Teachers and 0.6 Principal Teacher. There are 13 classes and 3 supported classrooms, thus comprising a 19.53 FTE teaching staff. In August 2021 Kaimhill Early Learning Centre (ELC) will offer additional hours (8.00am-6.00pm) as part of the Scottish Government's initiative to expand Early Years provision. Staffing has been increased to accommodate these changes and the Nursery team now comprises of 2 Senior Early Years Practitioners, 4 Early Years Practitioners, 1 ELC Support Worker and 1 Modern Apprentice. We have 13.0 FTE Pupil Support Assistants (including 2.2 provided from PEF budget), a School Administrator, 1 School Support Assistant (20 hours) and a Janitor.

Changes to ELC provision, the increased entitlement to 1140 hours a year, along with significant staffing changes, requires considerable induction work, professional development planning and a refresh of core policies and practices across the team. A calendar of development activities to cover the key areas of the new national care standard for ELC, Realising the Ambition, Getting it Right for Every Child, Setting the Table and Outdoor Learning will be established for individuals and for the team as a whole.

The recent restructuring of ASN and Outreach Services across ACC impacts on the specialist additional support offer from Kaimhill School. We no longer are home to the Dyslexia Outreach Service. In August an Additional Support Needs Enhanced Provision will open, sited in the current Rainbow Room, into which we will welcome 7 pupils. Aligned to recent evidence gathered as part of the National Review of Additional Support for Learning (2020) our enhanced provision at Kaimhill School will provide additional opportunities for needs-led and learner centred approaches. These will be rooted in discussions held amongst the Team Around the Child, which inform planning and delivery of support. For example, this will include exploring opportunities for integration with peers and participation in activities through flexible delivery of the curriculum. Our newly named River Room assumes the previous role of the Rainbow Room and will continue to offer flexible and nurturing support for in-school learners with additional support needs; and the Rocket Room provides learning support through targeted interventions. These rooms are situated geographically at the heart of our school.

A supportive, inclusive and highly collegiate ethos permeates our school. The school culture is underpinned by our commitment to positive relationships across the learning community and these relationships were maintained via Google Classroom during the periods of learning from home throughout last session. Visitors to the school have frequently commented on the school's warm and nurturing environment, and children's rights and GIRFEC (Getting It Right For Every Child) sit securely at the heart of our practice. We welcome the impact of diversity represented across our learning community – 25% of our learners have English as an Additional Language. Many of our learners have a parent studying at Robert Gordon University.

PEF budget funded H&WB interventions have had a positive impact on reported wellbeing, self-regulation & school attendance for almost all children receiving targeted support. Barnardo's Northern Star will continue to provide a bespoke service for Kaimhill School. Our PEF budget also enables us to provide targeted literacy and numeracy support through interventions delivered by a highly skilled PSA team.

The majority of learners in all classes have engaged positively with learning experiences offered in-school and through Google Classroom. Most learners are eager and motivated to learn despite the impact and disruption caused by the ongoing response to Covid-19 last session. Opportunities for pupils to contribute effectively to the life of the school and wider community were negatively impacted last session and will be a focus area for 2021-2022 through a range of well-planned activities. A refreshed focus on the pupil voice opportunities will ensure we have an increasingly robust mechanism for seeking and acting upon learners' views and will align closely with the requirements of Children's Rights being incorporated in Scots Law.

Our programme of self-evaluation, scrutiny of data and tracking ensures that our learners' needs are met, and staff work with SLT to confirm pupil progress and teacher judgements around Curriculum for Excellence levels. Universal support and targeted interventions continue to be developed, discussed and implemented to ensure staff, learners and parents are aware of those requiring additional support.

Strong partnership working and collaboration have been a feature of Kaimhill School, and we will prioritise engagement to ensure that we build back effectively in this area, especially for those children and families who are in need of additional supports. We continue to benefit from the valuable in-school support of our Barnardo's Northern Star worker. The school welcomes close links with our local community and our pupils have had opportunities to be involved in a range of activities which develop their skills for learning and life through community partnerships, these will be recognised in a refreshed approach to capturing wider achievement as we move forward this session.

The school is well-supported by a small, active and committed Parent Council. Virtual meetings continue as we experience restrictions on face-to-face social interactions. Their focus continues to be on supporting and responding to school and learner needs through fundraising, resourcing and positive communication. A commitment to equity, fairness and safety underpins the working of this effective and valued group.

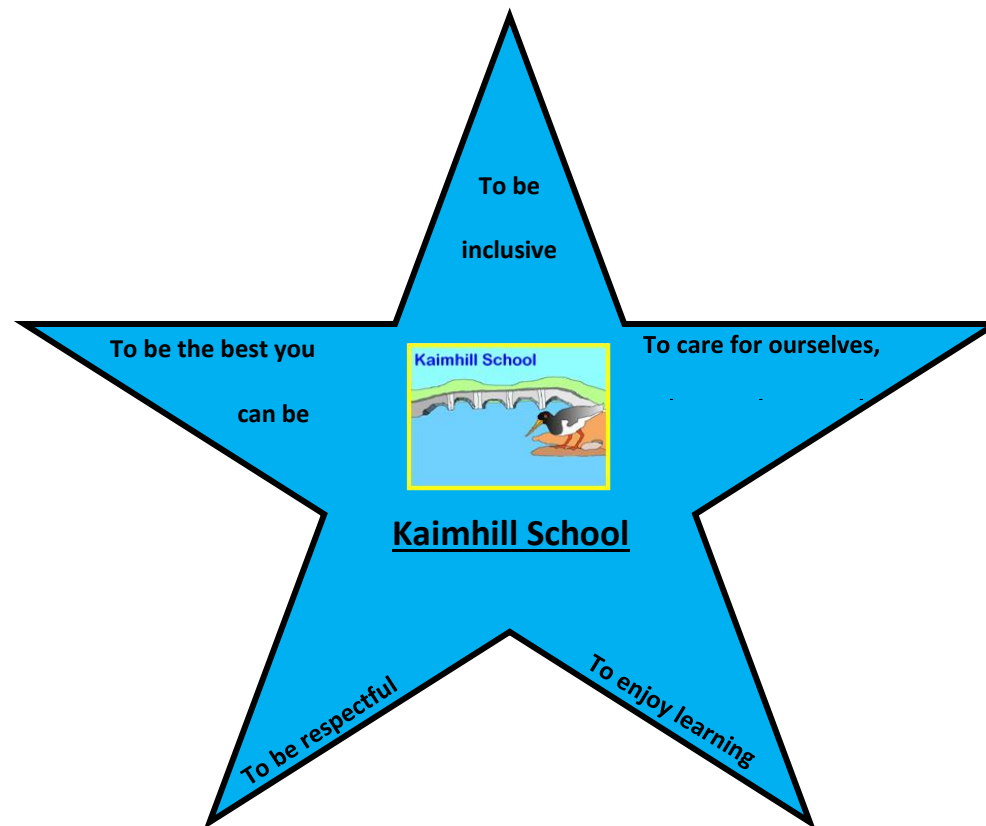
Education Scotland visited Kaimhill School in November 2013. A copy of the inspection report can be accessed via <https://education.gov.scot/education-scotland/inspection-reports/reports-page?id=3114>

Kaimhill Nursery was visited by the Care Inspectorate in May 2021. A copy of the report can be found at <https://www.careinspectorate.com/index.php/care-services>

Kaimhill School Vision


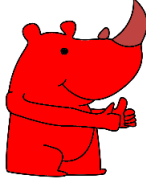





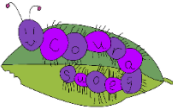

At Kaimhill School, we are a diverse and inclusive community of learners who strive to do our best for ourselves and others. With a positive attitude, we develop confident, creative leaders of tomorrow. We grow from our mistakes and step out of our comfort zone to reach our full potential.

Kaimhill School Aims (The Kaimhill Star)



Kaimhill School Values

Our Kaimhill School Values are based on our Learner Characteristics and have been developed, with staff and pupils, as part of our Visible Learning Programme. These characteristics underpin much of the dialogue in all our classrooms and almost all learners take great pride in displaying these as learners.

 <p>Collaborative Cat</p>	<p>Collaboration</p>	 <p>Resilient Rhino</p>	<p>Resilience</p>
<p>Reflection</p>	 <p>Reflective Rabbit</p>	<p>Independence</p>	 <p>Independent Iguana</p>
 <p>Determined Dog</p>	<p>Determination</p>	 <p>Curious Crocodile</p>	<p>Curiosity</p>
	 <p>Courageous Caterpillar</p>	<p>Courage</p>	

Q11.3 Leadership of Change	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Developing a shared vision, values and aims relevant to the school and its community			
Summary Statement	<ul style="list-style-type: none"> The Senior leadership Team effectively works together to improve outcomes for all our learners. Pace of change is rapid as reflects the changing educational context in Scotland and Covid-19 response. SLT should ensure that our updated Vision, Values and Aims are shared and understood across our Kaimhill Learning Community. NEXT STEPS – all priorities to be developed in line with UNCRC legislative changes.		
Vision and Values	Our Values and Aims are embedded and clearly understood across the school and wider learning community. Our learners, partners and all staff have ownership of our values and aims, and they are used to promote our positive school ethos. Our school vision is too lengthy and is currently being updated.	<ul style="list-style-type: none"> Values and Aims used to identify and celebrate learners' successes and achievements. All staff regularly use values and aims to frame feedback to pupils. Almost all parents (88 responses) agreed that the school can be seen to be actively working towards its values and aims. Most pupils confidently articulate our values and aims. 	Our Vision will be succinctly updated, and the values and aims will be aligned with Kaimhill Star and Learner Characteristics - Pupil Council w/s August 2021 School aims will be linked with UNCRC. Revisit with all parents/carers at the start of the new session.
Senior Leadership	SLT consistently use a shared commitment to our values and aims as we reflect on and develop our improvement priorities. There is an important sense of how they coherently shape our school ethos, collaboration and individual behaviour.	<ul style="list-style-type: none"> SLT self-evaluation, reflection and professional dialogue School self-evaluation questionnaires Feedback (parents/stakeholder) Pupil voice feedback 	Continue commitment to ensure our Vision, Values and Aims shapes and informs our changing school community. Weekly SLT school improvement meetings Re-engage full quality assurance calendar.
Teacher Leadership	There is a culture of in-house collaboration and prior to lockdown this collaboration was focused on VL development and Impact Partners. All staff participate in improvement activities with a minority taking a lead role. All staff are committed to promoting our vision and aims through a range of well-planned activities and teacher-led innovations.	<ul style="list-style-type: none"> School self-evaluation questionnaires PR&D dialogue V.L. planning/feedback Teacher meeting/workshop minutes 	More effective use of staff improvement groups to drive forward school development priorities. Update teacher leadership roles i.e. Diversity Champion, Outdoor Learning Champions. Consider teacher leadership expectations within revised GTCS standards. Teacher leadership of ASN provision at Kaimhill School.
School context	All our staff have a strong understanding of the socio-economic factors and cultural diversity that comprises the unique Kaimhill School setting. Cultural diversity continues to be a feature of our school setting and reflects values and aims, enabling us to embrace our community diversity. Challenges of the past year have diverted focus from drive for improvement of teaching and learning practices but a refreshed development calendar is	<ul style="list-style-type: none"> Responsive planning to the changing needs of our school i.e. EAL learners, digital learning, HWB focus Mindframes Survey – September 2020, Leadership Questionnaire 	Build on the positive experiences of delivering digital learning and teaching, outdoor learning contexts, ASN delivery and inclusion Review/update Curriculum rationale (UNCRC focus)

QI1.3 Leadership of Change	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
	expected to refocus our drive for improvement in attainment and achievement.		
Impact	<p>The Senior Leadership Team and all staff use our values and aims to engage learners positively in learning and teaching activities and to motivate and evaluate pupil voice and contributions to the wider life of the school.</p> <p>Staff access CLPL linked to SQIP priorities.</p> <p>Challenges of the past year have had a significant negative impact on wellbeing of staff, pupils, parents and wider community. The school has been well placed to identify and provide some supports.</p>	<ul style="list-style-type: none"> • School self-evaluation questionnaires • Whole-school assemblies (Digital) • C.O.G.S. /Pupil voice activities • Parental feedback • PR&D dialogue • Large number of children and families supported by school during school based and at home learning; including 3 very well attended hub provisions. (13% of pupil population) • 11% of pupils/families received enhanced virtual/telephone support virtually, by telephone and doorstep visits. • A number of families with English as an Additional Language benefited from regular check-ins from our EAL PSA. • 33% of P1-P5 pupils borrowed a Chromebook to support Learning at Home, in addition to all P6 and P7 pupils receiving their own Chromebook from ACC. 	<p>Ensure self-evaluation and questionnaires are clearly planned with all stakeholders across session, and captured in QA calendar (updated - Google Drive)</p>
Strategic planning for continuous improvement			
Culture for change	<p>The SLT provide a culture where all staff feel confident to contribute to, and at times lead on, whole school improvements. Staff across the school are empowered to develop the curriculum within their specialist areas.</p>	<ul style="list-style-type: none"> • Whole School response to COVID-19 pandemic and delivery of digital learning and teaching. • Staff engagement (CTs and PSAs) with developing approaches to L&T, assessment and delivery of interventions. 	<p>Improve opportunities for collaboration and engagement with SQIP across the session – (see QA Calendar 2021-2022)</p> <p>This should include more opportunities for parental engagement and feedback about improvements.</p>
Evaluation	<p>The Senior Leadership Team has a clear direction for improvement which is informed by evaluation of continuous improvement and shaped by current school, local and national priorities.</p> <p>Approaches need to be developed to ensure ongoing evaluation across each session.</p>	<ul style="list-style-type: none"> • Assessment approaches and interventions embedded • Curriculum Rationale in place • Values and Aims embedded • Positive Relationships Policy and nurturing approached embedded and supported through PEF and other school partnerships. 	<p>Ensure adequate time is planned and protected to enable all members of our school community to contribute to our plans for continuous improvement.</p> <p>Review Curriculum Rationale – September 2021</p>

Q11.3 Leadership of Change	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
			Support teachers to develop, monitor and evaluate plans for change. Embed practice sharing opportunities in staff calendar.
Management of change	SLT guides the pace of change and, prior to COVID-19, the majority of staff felt the pace of change was manageable. A few feel that time is not sufficient and can experience change as overwhelming.	<ul style="list-style-type: none"> School self-evaluation Development of priorities identified in previous SQIP(s) Programme of staff (CTs/PSAs/ELC) training and development time PR&D/CR&D records (held by individual staff members) SLT meeting minutes Work Time Agreement 2021-2022 	Ensure all staff feel supported to continue to implement and sustain momentum for change, while taking full account of COVID-19 impact and recovery measures.
Achieving change	The SLT and wider staff teams are all involved in the process of change and evaluate the impact of improvements – this needs to be more robust. This process is supported by individual and collective CLPL.		<p>Regular focus on progress of SQIP properties/Weekly SLT Improvement meetings</p> <p>Development calendar provides opportunities to revisit change, to embed practices, and to share identified good and improving practices, as well as sharing challenges and seeking collegiate solutions</p> <p>Termly review of work time agreement in line with COVID-19 Recovery - continue this approach from last session.</p>
Collegiate learning	All staff are encouraged to take on leadership roles and develop initiatives in line with school priorities. More time needs to be planned and protected for short-life working group improvement time.	<ul style="list-style-type: none"> School Improvement Calendar/Agendas Staff meeting agendas and workshop feedback. Leadership and collective teacher-efficacy opportunities (V.L. programme) Engagement with GTCS standards 	<p>Further develop collegiate, collaborative approaches through short-life improvement groups linked to SQIP priorities. (Supports momentum for sustainable change)</p> <p>Review updated GTCS standards.</p> <p>Support teachers to develop, monitor and evaluate plans for change. Embed practice sharing opportunities in staff calendar.</p>
Implementing improvement and change			
Summary statement	<ul style="list-style-type: none"> SLT use local and national frameworks/guidance to shape the strategic direction and pace of change. Our staff at all levels take responsibility for implementing change and promote equality and social justice (as outlined in Positive Relationships policy) Senior leaders promote and support CLPL, innovation and creativity 		
Looking outward	The HT encourages all staff to be outward looking in their approach and models this in her practice. SLT engage with local and national CLPL opportunities. Staff collaborate and work with ASG colleagues on shared priorities within the SQIP. Staff engage with online learning platforms and read widely.	<ul style="list-style-type: none"> HT - Trio working ASG collaboration i.e. ASG ELC working together/consultation/support V.L. programme – ASG partners Staff engagement with social media platforms 	Continue to develop working with Trio School (Cults/Mile End) around Q1 2.3 as restrictions lift.
Equity	The ethos of Kaimhill School is grounded in its commitment to equity and social justice.	<ul style="list-style-type: none"> Positive Relationships Policy 	Ensure evaluation of PEF interventions is suitably robust.

QI1.3 Leadership of Change	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
	<p>We have clear plans for PEF spend, based on appropriate scrutiny of data.</p> <p>Support for accessibility/digital delivery of curriculum during lockdown(s).</p>	<ul style="list-style-type: none"> Tracking notes and Pastoral/SHANARRI meetings Deployment of ACC and third sector partners working within/across school community PEF interventions Pupil voice feedback 	<p>Ensure equity of for all learners, including those out-with PEF criteria.</p> <p>Revise role of Cost of School Day co-ordinator (Principal Teacher) in line with Covid-19 response/impact.</p>
Planning for Self-evaluation	<p>The cycle of self-evaluation has been erratic this session and SLT require to be more robust in planning regular self-evaluation opportunities, which are closely aligned to our SQIP priorities, with all stakeholders.</p>	<ul style="list-style-type: none"> School self-evaluation and questionnaires ACC data, LOIP and QA Calendar 2021-2022 	<p>Continue to make effective use of digital technology to support ongoing evaluation and evidence gathering. Ensure self-evaluation is rigorously planned and implemented across session – reflected in QA Calendar 2021-2022.</p>
Self-evaluation including all stakeholders	<p>The HT regularly communicates/updates on the progress of planned school improvement with the Parent Council and community partners. More regular, better planned self-evaluation will enable us to communicate the <u>outcomes</u> of our improvements more clearly with all stakeholders.</p> <p>Our learners are becoming more meaningfully involved in the process of self-evaluation through pupil voice opportunities, UNCRC activities and engagement with HGIOURS – this requires to be further developed.</p>	<ul style="list-style-type: none"> Parent Council minutes C.O.G.S. Minutes Castle leaders' feedback 	<p>Further develop approaches to sharing the impact of continuous improvement with the whole school community. This should continue to include a clear focus on supporting children to understand self-evaluation and their contribution to and impact on school improvement. (HGIOURS)</p> <p>Ensure pupil voice activities are planned across the totality of the curriculum and align with UNCRC statutory requirements. Re-establish Partnership Breakfast – virtually as necessary.</p>
Professional learning	<p>Almost all staff are positive about the professional learning provided and all have engaged well with the Visible Learning/Osiris/in-school (Emotion Works) programmes offered.</p>	<ul style="list-style-type: none"> Some staff have engaged in professional learning which has been shared and impacts across the school i.e. Outdoor learning/digital innovation PR&D/CR&D dialogue Staff leadership/champion roles and associated CLPL 	<p>Though PR&D/CR&D and training linked to SQIP, staff will continue to engage in CLPL.</p> <p>Revise staff leadership roles/ champions – reflect in WTA and QA Calendar 2021-2022.</p>
Planning for improvement	<p>Our School Improvement Plan identifies appropriate areas for development and continuous improvement. SLT require to regularly focus on new initiatives (and maintenance items) to ensure momentum for change is manageable and sustained; and is having an impact on our children's learning and progress.</p>	<ul style="list-style-type: none"> Tracking and monitoring/Attainment data School self-evaluation SLT professional dialogue and decision-making Pastoral/SHANARRI meetings 	<p>Weekly SLT improvement meetings with clear focus on delegated responsibilities as outlined in SQIP/SLT remits Protected time for analysis of data – including wellbeing data</p> <p>Ensure pupil voice more robustly captured.</p>

Q12.3 Learning, Teaching & Assessment	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Learning and engagement			
Summary statement	<p>Learning, Teaching and Assessment continues as a key priority for the school and improvement work is ongoing although the impact of and response to Covid-19 last session has required us to re-evaluate and re-prioritise. The Visible Learning programme continues to support us in our goal of developing <i>assessment capable learners – with a focus going forward on feedback</i>. Across the school our teaching reflects and refers to our shared values, vision and aims. In all classes there is a respectful and encouraging class ethos.</p> <p>Dialogue with staff and learners, and dialogue between staff and learners</p> <p>Tracking & monitoring dialogue and subsequent interventions</p> <p>Develop a Kaimhill School Learning, Teaching policy and Assessment policy which supports consistency across the school.</p>		
Culture, ethos and relationships	<p>Our Kaimhill School Vision, Values and Aims are clearly established and are shared with all stakeholders. Highly positive relationships are a feature of Kaimhill School. Our school culture feels inclusive, positive and nurturing. o/s</p> <p>Very positive relationships between staff and learners, and between learners themselves, underpin all aspects of learning in the primary classes. Our commitment to developing positive, nurturing relationships across the school community is supported by a regular focus on children's rights.</p>	<p>Most learners (82%) have a shared understanding of our values and can articulate these, with support for a few, in daily life at Kaimhill School</p> <p>Classroom observation</p> <p>Feedback provided by Trio Head Teacher - School Ethos Q13.1 visit and Q.1 2.3 visit</p>	<p>Ensure our updated school vision, values and curriculum rationale consistently underpin our working together</p> <p>Share/exemplify practice across school.</p> <p>Build on strengthened sense of community and collaboration emerging from covid-19 response and recovery.</p> <p>Ensure UNCRC legislation underpins all development work going forward with reference to <u>Protection, Participation and Provision</u>.</p>
Learner engagement	<p>All learners engage very well with staff who are providing individual or targeted support. Almost all children and young people in the primary classes are eager and active participants in their own learning, they are engaged, motivated and interact well during activities.</p> <p>Almost all learners talk positively about their learning in classes and opportunities for wider learning. Our learners contribute effectively to the life of the school and wider community in a range of well-planned activities.</p>	<p>Evidence of positive pupil feedback is provided through a range of quality assurance processes e.g. Classroom observation/learning walks, jotter sampling, focus groups,</p>	<p>Consider the impact of lockdown on learner engagement and how we can raise the profile of pupil-led learning as we return to in-school learning.</p> <p>Increase opportunities for pupils to lead their own and others learning.</p> <p>Use Leuven Scale data more effectively to plan next steps.</p>

Q12.3 Learning, Teaching & Assessment	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Pace, challenge and relevance to learning	Our learners have been impacted by lockdown and the pace and challenge offered is not what it has been. Literacy, Numeracy and Health & Wellbeing is the curricular focus in term 1.	Tracking and monitoring Analysis of attainment data Classroom visits	Rebuild our learner's stamina and resilience through a relevant curriculum offer in Term 1 to ensure appropriate pace and challenge is a feature of our learning and teaching. Use Assessment data to support constructive dialogue with staff.
Learner use of digital technology	Most pupils use ICT effectively to support learning. A majority of pupils engaged in digital learning at home during the COVID-19 pandemic	Classroom visits Monitoring Google Classroom use	Build upon the newly acquired digital skills (pupils and staff) once we return to classroom-based learning. Google training opportunities for staff – offered by ACC.
Learner Leadership	Learners regularly work in groups, in class and across stages, and this provides many with opportunities to lead aspects of learning in the classroom and across the school. Almost all learners benefit from the increasing range of opportunities which exist for them to lead and contribute to the wider life of the school. In a few classes there are very good examples of pupils leading their own learning and taking responsibility to support others.	Classroom visits C.O.G.S. and pupil-led assemblies Castle Leaders Pupil Council engagement with HGIOURS	Further develop the good practice in pupil led learning and collaborative approaches across all stages and curricular areas, Increase leadership opportunities for pupils at all stages. Wider achievement and our extra-curricular offer across all classes requires to be tracked more effectively and captured within the four contexts for learning.
Quality of teaching			
Summary statement	All teaching staff share a clear understanding of the features of a very good lesson. All staff are engaging in Visible Learning which is resulting in increasingly confident, assessment-capable learners.	Our professional learning programme is focused on achieving improvements in Learning, Teaching & Assessment. Staff learning partners (V.L. programme/action research project) Video Diaries, Jotters, classroom visits	Wider range of learning environments and creative teaching approaches i.e. Outdoor learning/digital technology (link with 2.2 developments). Pupil focus groups will work on specific aspects of learning, teaching and assessment. Advice shared with staff, parents and relevant partners.
Digital technology used to enhance learning	In all classes digital technology is used effectively to support and enhance learning, however this is often teacher led.	Professional dialogue Tracking and monitoring QA processes and practice sharing have identified that all teachers have developed strengths in the use of	Capture this in L, T & A policy. Extend pupils' use of digital technology as a learning tool throughout the school.

QI2.3 Learning, Teaching & Assessment	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
	In a minority of lessons, learning is enriched and supported by effective use of digital technologies.	digital technologies, including Google classroom, and all children have opportunities to use IT to enrich and support their learning. Pupil contribution to life and ethos of school	Build on gains from lockdown and achieve consistency in approach across school.
Delivery of learning, explanations and instruction	Almost all lessons have a meaningful introduction linked to prior learning. The majority of lessons set high expectations for most learners. In most lessons the learning intentions are shared appropriately and support a clear understanding of the purpose of the lesson, and are referred back to when required. In some lessons examples of good quality pieces of work are used to build an understanding of success criteria.	Classroom visits & observations Walkthroughs QA processes have identified that some staff need to develop a more consistent approach to classroom delivery, linking learning intentions to planned learning activities and differentiating appropriately for learners.	Finalise a whole school learning, teaching and assessment policy.
Questioning	In almost all lessons staff use questioning effectively to engage pupils, to respond to learning needs and to support evaluation of learning. Skilled questioning is a feature of the best lessons where learners are supported and challenged to think deeply and creatively about the learning.	Classroom visits & observations Walkthroughs QI 2.3 Visit	Continue to develop use of skilled questioning across all stages.
Purpose and relevance of learning	In almost all lessons, the purpose of learning is shared with learners, In the best examples this enables the learners to understand how to achieve success. Almost all teachers make connections with prior learning and communicate the Learning Intentions and Success Criteria at an appropriate point. A few learners benefit from opportunities to co-construct success criteria. L.I.s and S.C. are accessible both in written and oral forms in almost all lessons. Increasingly learners are able to use the S.C. to guide independent learning.	Our class visits provide evidence of the positive outcomes for learners. Summary reports based on class visits are used with all teaching staff to gain an understanding of where we are currently and what we need to do next to secure further improvement. Curriculum Rationale is in place Classroom observation	All learners will be clear re the purpose of learning and be able to articulate this. Continue to embed LI/SC and the use of the language of learning consistently across the school. Update Curriculum Rationale in line with curriculum development/Covid-19 recovery.

Q12.3 Learning, Teaching & Assessment	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Differentiation of learning	In the majority of lessons, staff effectively plan differentiated activities and tasks, which meet the needs of all learners. Staff should consider how they plan for composite classes to ensure appropriate pace, challenge and support. Through professional dialogue across the school we observe learners closely to inform appropriate and well-timed interventions.	Classroom visits Teachers planning Tracking and Monitoring	Capture expectations in L, T and A policy and evaluate through monitoring of planning and programme of classroom visits.
Feedback for learners	Most learners receive feedback, oral and/or written, which provides support and challenge. Some senior pupils are becoming skilled when using feedback to evaluate their own progress and identify next steps in learning. Almost all lessons include a plenary which checks understanding against success criteria.	Classroom observation Pupil Focus groups	All learners will routinely use feedback from peers and teachers to work on areas needing more attention. All staff will further develop their skills in giving quality feedback throughout the lesson to ensure learners understand progress and next steps in learning. Feedback and plenary are key features of QA and collegiate self-evaluation work – Visible Learning CLPL focus 2021-22.
Effective use of assessment			
Summary statement	In the primary classes staff observe learners closely to inform appropriate and well-timed interventions and future learning. SLT lead robust analysis of assessment data which is leading to the delivery of targeted supports and interventions across all stages.	Classroom observation QA processes and documentation Professional dialogue/discussion	Alignment of tracking meetings with collation of standardised data.
Assessment Approaches	Senior leaders have a strong understanding of the principles of assessment. The planning of assessment is undertaken within a context of progressive learning pathways in place. Teachers support learning through a combination of formative and summative assessment. They plan an appropriate balance between on-going and periodic	The professional learning programme undertaken by senior leaders is closely aligned to planned school improvement priorities. Our engagement with the EEF toolkit ensures that interventions which are known to be effective in raising attainment for all children are being implemented across the school.	Continue to develop approaches to assessment and moderation using the developing Kaimhill Assessment Framework /Moderation Hub.

Q12.3 Learning, Teaching & Assessment	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
	<p>assessment, although this varies from stage to stage. Almost all teachers report increased confidence using the Benchmarks to inform CfE levels, especially at key milestones.</p> <p>All teachers work collegiately to develop pre and post topic assessments for numeracy, literacy and IDL</p> <p>Teachers use a variety of AifL approaches, with some learners experiencing very high quality and effective use of Aifl strategies to enhance learning. Peer and self-assessment is visible across the school in some areas, however this is inconsistent.</p>	<p>Programme of assessment in place and shared with staff.</p>	
Impact of assessment on planning	<p>Our assessment evidence is valid and reliable. At key milestones, our core assessments provide reliable evidence which we use to report on the progress of all children.</p>	<p>Tracking and QA documentation</p> <p>Termly tracking meetings ensure appropriate progress and attainment for all learners, and the identification of additional supports where needed.</p>	<p>Ensure assessments are planned to capture learners' knowledge & understanding, skills, attributes and capabilities in different contexts across the curriculum (Creative Learning Environment/Outdoor Learning – 2.2).</p>
Moderation	<p>All teachers, through their use of the moderation cycle, are clear about the validity of assessment evidence e.g. whether the assessment measures what it was intended to assess.</p> <p>All teachers across the ASG increasingly benefit from planned opportunities to moderate pupil work.</p>	<p>In best examples of planning for Learning Teaching and Assessment, teacher engagement with the Moderation Hub is evidenced by quality assurance processes which include:</p> <ul style="list-style-type: none"> ○ Assessment records ○ Forward plans and evaluations ○ Classroom observations – increasingly effective use of L.I. and S.C. to enhance reflection ○ Jotter sampling ○ Tracking dialogue ○ Pupil focus groups/diaries 	<p>Teachers increasingly take account of evidence from different sources to discuss standards and the progress of learners.</p> <p>The reliability of assessments will be supported by in-house moderation, at ASG level and across the local authority.</p> <p>Moderation across the curriculum and across the school, and wider, is an area for development</p>

Q12.3 Learning, Teaching & Assessment	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Planning, tracking and monitoring			
Planning for learning	Es and Os are being used effectively to progressively develop skills of literacy, numeracy and health and well-being. All class teachers articulate significantly increased confidence using benchmarks to assist with teacher judgements of CfE levels.	There is increased confidence in the use of the benchmarks to plan and moderate learning. As a result, learning activities in the Broad General Education are appropriately challenging.	Benchmarks need to be routinely used across all subject areas to support assessment and inform learning, teaching, progress and attainment (2.2 developments).
Planning with the learner	In a few lessons, high quality dialogue takes place between classroom teachers and learners which enables them to reflect on their own learning, and recognise their strengths and next steps. In numeracy and literacy, senior learners are becoming more confident discussing what they need to do to improve and are aware of the levels they are working at.	Classroom observation Pupil Focus groups	Pupil focus groups will work on specific aspects of learning, teaching and assessment. Their advice will be shared with staff, parents and relevant partners. Further work required to ensure all learners can articulate their next steps as learners. Continue to develop pupil led learning for IDL and discussing and setting targets with pupils across core learning (literacy and numeracy)
Tracking and monitoring arrangements / processes	Planning for progression in children's learning is becoming more robust through the use of ACC digital progression planners across all curriculum areas. Teachers regularly discuss tracking information with SLT colleagues to support improvements in learners' progress.	Planning monitoring and feedback Professional dialogue (Tracking & Assessment agenda) Class teachers' tracking notes	Reinstate full QA calendar post COVID to ensure robustness of T, L & Assessment Staff teams (SLT/CT) will further engage with assessment data to create effective sizes (VL programme) which informs 'Know Thy Impact' and reflection on positive outcomes for learners
Impact of tracking and monitoring, including those with additional challenges	As a result of manageable processes to monitor and evaluate learners' progress we have clear information on attainment in core curriculum areas Ongoing staff collaboration around GIRFEC and SHANARRI ensures a consistent approach leading to positive outcomes for pupils at the primary stages. ASN staff work collaboratively together, attending courses, sharing professional reading and ensuring that best practice is commonly debated, understood and implemented.	Quality assurance processes Professional dialogue Well-planned transitions enable staff to come together to develop a shared understanding of progress, support needs and next steps. Data analysis ensures youngsters facing additional challenges receive timely, well-planned interventions designed to improve outcomes.	Further alignment of assessment, monitoring and tracking processes to evaluate impact of interventions. Data analysis ensures youngsters facing additional challenges receive timely, well-planned interventions designed to improve outcomes. Ensure wellbeing and GIRFEC underpins nursery practice and learners are supported in developing their understanding of these indicators at the appropriate level.

Q13.1 Ensuring Wellbeing, Equality and Inclusion	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Wellbeing			
Summary statement	At Kaimhill School we recognise the vital importance of pupil wellbeing and the significant responsibility we have as a nurturing community to ensure robust approaches to children's wellbeing underpin our working together. A suite of well-considered policies and procedures are designed to ensure wellbeing entitlements and protected characteristics are safeguarded and that our children are all supported to achieve success.		
Wellbeing of all refer to Wellbeing indicators	<p>Across our school community we have a shared understanding of wellbeing. We know and can demonstrate that almost all our children feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p> <p>Staff have created a safe environment for all allowing all children opportunities to regularly share how they are feeling (emotional check-ins) and to discuss any challenges they may be facing. All children report feeling nurtured and offered appropriate support to maintain their wellbeing.</p> <p>Our Health & Wellbeing programme, Healthy Schools, is based on the SHANARRI indicators.</p>	<ul style="list-style-type: none"> • SHANARRI questionnaires • Almost all our learners have 'met' the wellbeing indicators across SHANARRI.(S – 96%, H – 96%, A – 91%, N – 95%, A – 96% , R – 91%, R - 95%, I – 92%) • Termly Pastoral/SHANARRI meetings with staff (overviews accessed in G.Suite) • Risk Assessments in place for individual youngsters (COVID-19 Return to School) • Assembly overview – SHANARRI focus • Curriculum Planning 	<ul style="list-style-type: none"> • Complete SHANARRI questionnaires on a bi-annual basis (x2) • Ensure results of SHANARRI questionnaires are used to support pastoral meeting dialogue and next steps for individuals • Further develop children's understanding of emotional wellbeing through Emotion Works resource • SHINE introduced for P6 and P7 cohorts. • Connected and compassionate communities development will ensure the wider school community is aware of the impact of adverse childhood experiences on our learners, building empathy and enhancing sense of safety and care.
Quality L&T for all	<p>Almost all our children are proud of their school and learning achievements. All staff consistently maintain high expectations and as a result our learners take increasing responsibility for leading their learning.</p> <p>Following our Q12.3 visit in February 2020 we require to achieve consistency in our approaches to learning and teaching across the whole school.</p>	<ul style="list-style-type: none"> • School staff and pupil questionnaires • Planning • Children's work • Pupil participation and engagement (Leuven Scale) • Walk throughs • Q1 2.3 feedback • Tracking meetings enable identification of and planning to meet support needs, reviewed in regular cycle to monitor progress towards targets. 	<p>Improvements to be made in line with Q1 2.3 evaluation and next steps.</p>

Q13.1 Ensuring Wellbeing, Equality and Inclusion	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Relationships of all	<p>Positive relationships are highly valued at Kaimhill School and are at the heart of our working together. There was robust consultation with all parents, pupils and stakeholders around the creation of our Positive Relationships Policy which pulls together the Kaimhill approach to the delivery of a range of initiatives and statutory requirements:</p> <ul style="list-style-type: none"> GIRFEC/SHANARRI, UNCRC, CFE – HWB, HGIOURS, Nurturing Approaches, Bounce Back and Resilience, Solution Focused and Restorative dialogues, ACEs and Respect me. <p>Our staff tell us they feel valued and supported.</p>	<ul style="list-style-type: none"> Positive Relationship Policy School Aims Walk throughs Green Playground Slips Range of celebration activities Kaimhill Defenders 	<p>Focus on re-establishing positive relationships and ethos as part of school re-opening/COVID-19 recovery.</p> <p>Promote work on positive experiences in the playground for all learners.</p> <p>C&CC work will enhance relationships practices and understanding across the school community.</p> <p>C&CC/UNCRC will lead to review and update of Positive Relationships policy.</p>
Children's individual needs and rights	<p>Kaimhill is a Rights Respecting School (Bronze Level) We consider each child as an individual with his/her own needs risks and rights. We provide opportunities for our learners to be active participants in decisions and discussions which may affect their lives.</p>	<ul style="list-style-type: none"> Kaimhill Defenders Individual Class Charters Right of the Week – Assembly Individual reports drawn up by Barnardo's showing progress of individual children towards targets. 	<ul style="list-style-type: none"> Align school aims with UNCRC Encourage leadership skills of children Develop systems to monitor and track IEPs Continue to embed UNCRC across the curriculum.
Fulfilment of statutory duties			
Statutory duties and requirements	<p>SLT share an understanding of their statutory duties with respect to the care and wellbeing of all children. We comply and actively engage with statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.</p> <p>Our suite of policies, including Child Protection, Safeguarding, Health & Wellbeing and Health &</p>	<ul style="list-style-type: none"> Child Protection Information available to visitors on entry to building displayed throughout the premises. Staff Child Protection training policies developed and shared. Child protection and Safeguarding training delivered during Inset 1 and thereafter for newly recruited staff/students. Visitors made aware of fire and child protection guidelines. All staff wear ID badges; Visitors procedures are followed. Building and playground is secure and monitored by staff. Termly Fire Evacuation drills are undertaken. Evaluations have supported procedural changes. Procedures QA by Fire Brigade. Any PEEPS are updated and staff aware of needs. Updated Fire procedures (August 2020) shared with all staff (G.Suite) 	<p>Create policy register for clarity re review and update.</p> <p>Ensure that all staff consider anti-discrimination, justice and equity as we evaluate and further develop our practice across the four contexts for learning. (link to 2.2)</p> <p>CLPL for all staff around UNCRC legislation and impact for school practice/policy and procedures.</p>

Q13.1 Ensuring Wellbeing, Equality and Inclusion	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
	<p>Safety, and the school handbook are readily available for all staff and stakeholders.</p> <p>Staff engage in regular professional learning to ensure they are fully up-to-date with local and national legislation affecting the rights, wellbeing and inclusion of all children.</p>	<ul style="list-style-type: none"> Record of mandatory staff training for existing and new staff maintained by HT Up-to-date policies available on School Website and G.Suite Tracking of attendance and lateness in partnership with HLSO when appropriate ensures support is identified for children and families, if attendance drops below 80% Children Missing in Education protocol followed if required Medication is stored and administered appropriately with clear procedures in place for record keeping; monitored termly. COVID risk assessments kept up to date with changing guidance and staff/trade unions offered opportunities to comment. These are shared with all staff and visitors to the school. All staff and visitors must sign in securely and wear badges at all times. Visitors made aware of fire and child protection guidelines. <p>**Revised procedures (COVID-19) are fully outlined in Return to School Plan and Kaimhill School Risk Assessment(s)</p>	
Inclusion & Equality			
Summary statement	Kaimhill School has a strong commitment to inclusive practice and fair, transparent and timely support which leads to improved outcomes for all learners. We believe that "In order to develop trust with others, it is important to hold them in unconditional positive regard. This requires a basic acceptance of, and respect for, who that person is regardless of what they say or do." CARL ROGERS		
Inclusion and appropriate support	We have established highly effective working relationships with a range of partners agencies and organisation which inform and support health and wellbeing, inclusion and the support needs of our learners.	<ul style="list-style-type: none"> School Aims MAM records IEPs/Child Plans Collegiate discussion/ Termly tracking meetings allow focused discussion on individual pupils and targeted interventions to be planned 	Be innovative and creative in the delivery of support/engagement with partners as we continue to manage the covid-19 response and restrictions therein. C&CC improvement project will improve current practices for supporting children facing challenges and lead to the building of better relationships across the school community.

Q13.1 Ensuring Wellbeing, Equality and Inclusion	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Equality including support and challenge of discrimination	<p>Arrangements are in place to minimise the cost of the school day. The Parent Council is highly supportive of the school in its contribution to this agenda and its recognition of equity.</p> <p>All our learners are included, engaged and involved in the work of the school. Almost all staff work closely with parents to remove barriers to participation and engagement.</p> <p>Our curriculum provides children with opportunities to explore diversity and challenge racism.</p> <p>We actively support learners facing challenges arising from poverty, social or emotional issues or any protected characteristics.</p>	<ul style="list-style-type: none"> • Poverty Proofing Programme/Parent Council Minutes • IEPs and Child's Plans • Individual Risk Assessments 	<p>Explore ways to further celebrate the diversity within the Kaimhill School Community</p> <p>Revisit equalities training.</p> <p>Update policies and practices as appropriate or guided by changes to legislation and local authority guidance.</p>

Q13.2 Raising Attainment & Achievement

	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
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Attainment in literacy and numeracy

Progress from prior levels	<p>Most learners make good progress from prior levels of attainment in literacy and numeracy.</p> <p>There is an upward trend, albeit fluctuating, observed in 2018-2020 data across literacy and numeracy.</p>	<p>Tracking and monitoring - Progress and Achievement App</p> <p>Professional dialogue – CT class tracking sheets</p> <p>Data lead – SNSA/ACEL analysis</p> <p>Learning from home has impacted on attainment over time during the covid-19 pandemic. The majority of learners (58%) participated in home learning activities.</p>	<p>Link SNSA data and ACEL data, Triangulation of data from variety of sources and moderation activities to strengthen validity of ACEL data and validate school wide and individual attainment.</p> <p>Trio data lead network established</p> <p>Develop systems to track progress and achievement of ASN pupils.</p>
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Kaimhill School Attainment Data

Kaimhill School	P1 R	P1 W	P1 L&T	P1 N	P4 R	P4 W	P4 L&T	P4 N	P7 R	P7 W	P7 L&T	P7 N
2020/21	74.47%	78.72%	80.85%	68.09%	72.73%	60.00%	89.09%	61.82%	69.44%	58.33%	77.78%	69.44%
2018/19	64.00%	66.00%	70.00%	64.00%	65.71%	68.57%	77.14%	71.43%	60.98%	53.66%	65.85%	56.10%

Kaimhill School/ACC Comparison Data

	P1 R	P1 W	P1L&T	P1 N	P4 R	P4 W	P4 L&T	P4 N	P7 R	P7 W	P7 L&T	P7 N
2020/21												
Kaimhill School	74.47%	78.72%	80.85%	68.09%	72.73%	60.00%	89.09%	61.82%	69.44%	58.33%	77.78%	69.44%
ACC Schools	72.19%	71.37%	81.76%	77.87%	71.44%	65.53%	83.08%	68.63%	75.35%	67.46%	80.81%	69.06%

Raised attainment in literacy & numeracy	There is a general upwards trend in literacy and numeracy attainment for most learners.	Tracking and monitoring - Progress and Achievement App Professional dialogue – CT class tracking sheets Data lead – SNSA/ACEL analysis	Review Writing programme and school approaches to raise attainment in this area. Identification of attainment strengths – share across school	
Attainment over time				
Kaimhill School Attainment over time				
	Reading	Writing	L&T	Numeracy
2020/21 P7	69.44%	58.33%	77.78%	69.44%
2017/18 P4	82.05%	58.97%	92.31%	69.23%
	Reading	Writing	L&T	Numeracy
2020/21 P4	72.73%	60.00%	89.09%	61.82%
2017/18 P1	82.98%	78.72%	80.85%	87.23%
Raising attainment over time across all curricular areas	Attainment over time has shown fluctuation and deficits can be explained in part by frequent changes to role across all cohorts.	School Profiles School data sets (Google) Progress and Achievement App Tracking dialogue	Re-establish use of attainment overtime spreadsheet Staff training re universal offer around meeting learners need: <ul style="list-style-type: none">Visible learning – focus on feedbackDyslexia Outreach Service - whole school support/training programmeEAL trainingSALT input Track HWB data – SHINE/SHANARRI - 2x GIRFEC meetings with HT Use of SNSA data to support tracking of attainment over time	

Learners Progress from prior levels over time	Robust tracking of ACEL data established. Qualitative and quantitative data analysed. Cohort tracking can be inconsistent due to high pupil movement, including international pupils. Assessment data and targeted intervention used to improve attainment and progress.	Professional dialogue – CT class tracking sheets Tracking and Monitoring Progress and Achievement App	Strategic approach to using Progress and Achievement App to track individual pupil progress. QA calendar. Review tracking agenda – to include P&A Individual Pupil Tracking Reports as basis for professional dialogue
Effective use of assessment to make judgements	A well-established whole-school approach to standardised assessments provides robust evidence of pupil progress and identifies gaps. All teaching staff use assessment results to inform next steps in learning. Staff are increasingly confident using school based assessments to plan next steps and inform interventions.	Annual Assessment Calendar SfL/DHT - regular assessment analysis and intervention planning meetings Pre and Post topic assessments	SNSA results used diagnostically to support learning and achievement esp where gaps have been identified. Strategically planned moderation opportunities to improve Writing at all stages.
Tracking systems and interventions	Tracking systems established for Literacy, Numeracy and HWB. Data collected and discussed via Tracking informs intervention support. A robust intervention system is established, with clear rationale for planned interventions, delivered by trained PSA and SfL staff.	School Assessment Calendar and resulting standardised data sets. Progress & Achievement data QA calendar PSA timetabling ACEL Tracking and Monitoring 22% (73% - PEF/27% - SfL) of learners of benefited from targeted interventions to Close the Gap in Literacy and Numeracy. We expect this to be significantly higher next session as PSA commitments around our Risk Assessment ease.	Enhanced analysis of school data - creation of Data Overview System which pulls together all current school data sets (Term 1) SHINE/SHANARRI data QA Calendar aligned to school assessment calendar Pupil Support Strategy
Attainment of individuals and groups over time	Attainment of individuals and groups over time is an area for further development which will be addressed by creation of Data Overview System – to include consideration of pupil transfer in/out of school.	Tracking and Monitoring Data sets for SNSA, individual ACEL levels in literacy and numeracy, whole school attainment in literacy and numeracy are tracked over time.	Enhanced analysis of school data - creation of Data Overview System which pulls together all current school data sets (Term 1) Consideration of % of pupils enrolling/leaving over any given session – impact on cohort data/attainment over time for groups. Introduce tracking system for Enhanced Provision which captures pre-early curriculum milestones pathways. Develop use of Progress & Achievement module to reduce workload around data gathering.

Overall quality of learners' achievement			
Learner Achievements	School assemblies provide a platform for celebrating pupils achievement. There requires to be a broader, planned focus on recording children's wider achievements.	Class recognition boards and displays, Certificates home, Weekly assembly recognition End of session celebration events Twitter and Seesaw (to be further developed)	Leadership roles – Wider Achievement Champion - ensure wider achievements are recorded and celebrated. Include individual achievements outside school as a feature of weekly assembly.
Development of learner skills	All learners have the opportunity to develop a breadth and depth of skills for learning and life across the curriculum. Pupil Voice groups (C.O.G.S.) provide P4-P7 learners with opportunities to develop leadership skills. The Kaimhill Learner Characteristics underpin the school's approach to developing skills for learning.	C.O.G.S. - minutes Sharing assemblies House Captain leadership activities	Leadership roles - ACC pathway developed - Link with ASG/Harlaw P5, P6 and P7 re-engagement with My World of Work (SDS)
Learners taking ownership of individual pathways	Learners are able to recount in detail personal and learning achievements, and are able to identify their direction of travel for personal achievements.		Seesaw used as a means of parents/carers sharing achievements.
Equity for all learners			
Systems which promote equity	All staff regularly participate in Tracking and Pastoral meetings, reflecting on qualitative and quantitative data to deepen understanding of equity across the school. Tracking agenda and challenge questions support staff reflection, and analysis of data.	Tracking and Monitoring data/dialogue	Enhanced analysis of school data - creation of Data Overview System which pulls together all current school data sets (Term 1) Dyslexia, EAL and LAC Champion roles created. Develop systems to capture equity data for children in Enhanced Provision.
Raised attainment of the most disadvantaged learners	Interventions in place have supported the most disadvantaged pupils to better attainment in literacy and numeracy. PEF/ Intervention Support Barnardo's Northern Star Specialist services ie APFS, Sunrise,	IEPs/Child's Plans Data from targeted intervention shows steady raising of ability of individuals although this has been impacted by covid-19.	Continue to embed targeted interventions in school; so all pupils have access.
Positive Destinations	(Enhanced) transition arrangements for (identified) pupils	Transition Review minutes Partnership support	Reviewing IDL Worlds.

		IDL Worlds allow all pupils opportunities to consider the relevance of skills being learned and needed for post-school destinations.	Review core skills within curriculum rationale.
Impact of tracking and monitoring, including those with additional challenges	Tracking of pupil progress, including progress through targeted interventions, demonstrates a closing of the attainment gap through the strengthening of foundations in literacy, numeracy and social skills.	Tracking and GIRFEC meetings identify barriers to learning quickly and allow for prompt and effective intervention.	Ensure access to targeted interventions is included in tracking meetings and recorded in IEPs, as relevant.

Action Plan 1

1.3 Leadership of Change RAG					
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (Including cost/fund)	
UNCRC Our school community has a shared understanding of children's UNCRC entitlements; and these are proactively promoted across the life and work of the school. Kaimhill School policies and practice are aligned with and deliver on the requirements of updated UNCRC legislation.	All staff are aware of the legislative changes required UNCRC Children's rights are routinely considered as part of policy design, improvement planning and day-to-day classroom practice. EVIDENCE SQIP/Pupil/Staff feedback/School Policies& Guidelines/Classroom observation/Walkthroughs	SLT to become familiar with updated legislation and subsequent actions required for implementation across school and nursery Enhanced role for Rights Respecting School Champion(s) Awareness raising with staff, pupils, parents/carers and partners. Ensure all staff understand their role as duty-bearers to enable rights-bearers. Ensure all school developments are aligned to Protection, Provision and/or Participation . Policy updates to reflect statutory changes.	T1 T1 T1-T4	ACC updates Staff workshop – CDM Additional Support Needs - Scottish Child Law Centre (sclc.org.uk) In-set Training 19 th Nov – Trios/PSA Teams – (L. Still/A. Digney)	
COLLECTIVE EFFICACY Increased leadership and collective staff efficacy at all levels across school and ELC teams.	Increased numbers of staff leading school-wide initiatives and championing area of school improvement. Leadership roles in ELC Annual questionnaires to show an increase in pupil perception that their views are valued and acted on.	Further develop existing opportunities to enable all staff to take on leadership/champion roles. PSA opportunities explored through CR&D process More collegiate opportunities to develop SQIP. Opportunities for all staff to collaborate/visit Trio/ASG Schools. HGIOURS/C.O.G.S. to support pupil understanding of how they can affect improvement		WTA – protected hours for development time Dyslexia inputs for PSA staff ELC Action Plan Pupil questionnaire Castle Leader Workshops	

<p>ENHANCED PROVISION (Personalised Support) The Rainbow Room will deliver high quality targeted, differentiated, learning opportunities which promote progress, wellbeing and achievement.</p>	<p>All children with a disability, health issue or social and emotional needs benefit from high-quality targeted support. EVIDENCE Child's Plans, PCRA & IEPs/ Boxall Profiles/Parental Feedback/Review Minutes/Observation & Walkthroughs/Pupil Voice videos</p>	<p>Staff know children as learners. Effective assessment systems are in place to identify the diverse needs of children – this includes support from specialist partners as required. The Rainbow, Rocket and River Rooms are appropriately resourced to meet identified needs and remove barriers to learning. Appropriate training is available for staff. Individual curriculum pathways are in place and meet the individual needs of learners. We work with our partners to plan appropriate programmes and implement curriculum pathways. We involve children and parents/carers in decisions about how needs will be met. Regular review of progress using evidence and data. Robust quality assurance processes enable us to track progress, evaluate improvements and plan next steps.</p>	<p>T1-T4</p>	<p>Educational Psychology Service ACC supports i.e. Autism Outreach Service, Principal Teacher for Outreach Services, QIO – ASN ACC Enhanced Provision Team</p>	
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Action Plan 2

Q1 2.3 Learning, Teaching & Assessment RAG					
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
Feedback that makes Learning Visible: Develop consistent approaches which ensure we use feedback effectively across the school community to inform and support progress in learning.	<p>Learning Intentions and Success Criteria are used as a basis for giving feedback. Children have opportunities to co-construct the success criteria.</p> <p>Feedback is understood by staff and provided at the correct level (Task/Process/Self-Regulation) Feedback occurs at all levels across the school community. Staff-pupil feedback is embedded. Effective peer feedback is established and embedded.</p> <p>Evidence Walkthroughs/Pupil Focus groups/Peer Feedback from Action Research/Updated Capability Assessment – Feedback (V.L.)/Feedback questionnaire/Relational Trust Survey</p>	<p>Collate and analyse staff feedback from May 2021</p> <p>School Impact Cycle</p> <ol style="list-style-type: none"> 1. School engagement 2. Scoping 3. Clarification of focus areas 4. Implementation 5. Monitoring 6. Evaluating impact <p>Staff provided with a range of tools and strategies which support the delivery of feedback (VL, Shirley Clark, and Mark Burns – Professional reading) Staff engage in Action Research linked to Feedback – sharing across schools. Create Feedback Policy - Incorporate into L,T&A policy</p>	<p>T1/2 2x twilight</p> <p>Staff meetings</p> <p>19th Nov – VLAT Practitioner Enquiry 16th Feb – Solo Taxonomy</p>	<p>Visible Learning Programme - Jill Doyle – Osiris</p> <p>SLT lead</p>	
<p>Develop a consistent understanding of Learning, Teaching and Assessment in relation to the agreed framework, providing opportunities for sharing of good practices within and beyond the school.</p>	<p>All teaching staff take responsibility for implementing the policy. All staff participate in peer classroom support and feedback. Learners will know where they are in their learning journey and understand their next steps to achieve progress.</p> <p>Evidence Walkthroughs/Classroom</p>	<p>All Staff will be familiar with ACC Learning, Teaching and Assessment Standard Develop a Kaimhill School Learning, Teaching and Assessment Framework – revisit What makes a good lesson and feedback from Q12.3 visit?</p>	<p>T2</p> <p>T2</p>	<p>ACC Learning, Teaching & Assessment Standard</p> <p>School Improvement session – SLT led (SW) Learner friendly version of framework available in all classes. Non class contact time for observations – Teaching Staff - linked to V.L./Feedback</p>	

	Improvement visits /Pupil Focus groups - feedback to staff/parents			C.O.G.S. sessions	
All learners will be clear about the purpose of learning and be able to articulate this (links with skills for learning, life and work) (PARTICIPATION)	Learners can articulate the purpose of their daily tasks. Learners can confidently talk about skills for learning, life and work they are developing. Evidence Walkthroughs/Classroom Improvement visits / Pupil Focus groups/staff feedback	Update Curriculum Rationale in line with curriculum development/Covid-19 recovery – consult with stakeholders/pupil voice Staff provide learners with opportunities to learn and apply new skills in a variety of contexts across the totality of the curriculum.	T1 T2	School Improvement session – SLT led (DR) - 2.2 IDL/Worlds development work (240821) Refer to updated Curriculum guidance -Education Scotland	
Increase opportunities for pupils to lead their own and others learning. (Links with 2.7/3.2)	All learners have opportunities to lead learning within their classroom settings and contribute effectively to the life of the school and wider community. Rebuilt community partnerships (Covid-19 Recovery) and impact of working together. Evidence Leuven Scale data/HGIOURS self-evaluation/Pupil Focus groups/stakeholder questionnaires	Further develop the good practice in pupil led learning and collaborative approaches across all stages and curricular areas Regular, planned G.O.G.S. groups Re-engagement with range of community partners i.e. TLC, One Seed Forward, Garthdee Allotments Association. Community interventions include in CTs plans Updated approaches to homework delivery Routine feedback from peers	Terms 1-4 T1	Leuven Scale data C.O.G.S HGIOURS evaluation tool Re -engagement with/from community partners Individual pupil progressions	
Play-based curriculum in P1. (Links 2.2) Developing skills for learning, life and work through play-based learning.	P1 pupils access learning through high-quality play activity linked to Es&Os. Almost all learners will be able to talk about their learning through play. All P1 learners will have access to role-play activities explicitly linked to workplaces skills.	P1 play-based pathway Staff to develop professional learning by visiting other schools with established play-based curriculum (Trio - Cults) Learners (and parents/carers) are increasingly central to planning and evaluating learning Planned dialogue with learners links learning with real life contexts Developments included in L,T and A policy	Ongoing	P1 staff & SLT (SR) Trio Schools Visits to establish professional network of P1 teachers	

Learning, Teaching & Assessment – ELC All children accessing Kaimhill ELC make progress and achieve.	Care and support is consistent with the Health and Social Care Standards which states that: 'I am supported to achieve my potential in education and employment if this is right for me' (HSCS 1.27).	Staff should develop their skills and knowledge of: Observation Assessment Planning	T1 and ongoing	DHT-SR /SEYPs See ELC Action Plan	
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Action Plan 3

Q1 3.1 Ensuring Wellbeing, Equality and Inclusion RAG					
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
<p>Ensure practice in school and ELC is underpinned by our shared school vision, values and aims. Evaluate and streamline our Vision, Values & Aims to align with UNCRC and our Curriculum Rationale (School/ELC)</p> <ul style="list-style-type: none"> • Coherent • Relevant • Reflective of work undertaken and currently embedded • Reflect commitment to children's rights 	<p>Vision, Values and Aims shared and used across whole school community. Vision, Values and Aims displayed and frequently referred to in all classes, by all staff.</p> <p>Evidence Stakeholder questionnaires/ Consultation Feedback/Pupil Focus groups/Classroom Observation – T1</p>	<p>Update school vision – pupil-led. Consultation with all stakeholders. Align school aims with UNCRC</p> <p>Provide collegiate opportunities to share practice which promotes our values and characteristics.</p> <p>Share/exemplify practice across school. Pupil Council to more fully capture what CTs/PSAs do that promotes our Kaimhill Vision and Values - share it back at assembly for staff.</p>	<p>T1</p> <p>T1</p> <p>T2</p>	<p>All classes – HT/DHT to lead</p> <p>Staff Meeting – SLT led (SW)</p> <p>Pupil Focus group</p> <p>Observation – T1</p> <p>Digital technology/ Assemblies used to share practice - Thinglink</p>	
<p>WELLBEING Ensure all our learners feel included and very well supported and know we will respond to their needs and seek their views. (School/ELC)</p>	<p>All teaching staff take responsibility for following Pupil Support Strategy. All staff create environments where children feel safe and listened to. All staff demonstrate that they act on SHANARRI feedback from our learners - school and ELC All staff use Emotion works resources</p>	<p>Develop Kaimhill School Pupil Support Strategy</p> <p>Complete SHANARRI questionnaires on a bi-annual basis (x2)</p> <p>SHINE data is used to inform HWB curriculum for senior learners (P6-P7).</p> <p>Ensure results of SHANARRI questionnaires are used to support pastoral meeting dialogue and next steps for individuals</p>	<p>by Oct 2021</p>	<p>SHINE/SHANARRI questionnaires</p> <p>Classroom observation - SLT</p> <p>Emotion works resource – used by ELC/teachers/PSAs across the year</p>	

<p>CONNECTED and COMPASSIONATE COMMUNITIES All staff will develop their understanding of adversity, Adverse Childhood Experiences and trauma (School/ELC)</p>	<p>Evidence SHINE/ SHANARRI questionnaires data and Pastoral Meetings Grids/CTs HWB Plans and evaluations/ Classroom Observation feedback/ELC - photos/displays</p> <p>Increased staff knowledge, understanding and confidence in supporting children who have experienced adversity and trauma. Staff recognise the importance of positive, nurturing relationships in protecting children from the impact of adversity and trauma. Staff support the development of self-regulation in children and young people through co-regulation All staff respond appropriately, understanding behaviour is communication.</p>	<p>Further develop children's understanding of emotional wellbeing through Emotion Works resource – Workshops delivered by Barnardo's Support Worker – T1.</p> <p>PSA/ELC training</p> <p>Emotion Works resource shared with parents/carers - ELC/School</p> <p>2021-2024 3-year implementation plan School Readiness Survey – August 2021 Engagement and Participation in Compassion and Connected Communities Professional Learning offer at school level. Over a 3-year period staff will:</p> <ul style="list-style-type: none"> • Explore their professional values and how they might support our most vulnerable children through enhancing their skills in responding to children who have experienced adversity or trauma by integrating knowledge into practice and developing an attuned response to the children and young people they work with • Examine the links between nurture, ACEs and trauma informed practice as approaches to support children and young people who have faced adversity or trauma • Recognise the importance of relationships and connection and set this within the context of children's rights • Understand the process of practitioner enquiry and how this applies to the Compassionate and Connected Community resource; 	<p>2021-2024 3-year implementation plan</p>	<p>Pupil voice groups to gather qualitative data re emotion works - Dec and June</p> <p>Jennifer Creighton Partnership working with Hanover Street /TRIO colleagues</p>	
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		<ul style="list-style-type: none"> Develop networks of professional support Understand the importance of staff wellbeing in supporting children and young people 			
<p>INCLUSION & EQUALITY</p> <p>Further develop our systems to ensure we have effective strategies in place which are improving attainment and achievement for all our children.</p> <p>Demonstrate that we understand, value and celebrate the diversity across our Kaimhill Community.</p>	<p>All staff fully implement Kaimhill School Positive Relationships Policy - aligned to UNCRC</p> <p><u>Evidence</u> CTs Forward Plans/HGIOURS/Pupil Voice Feedback/SLT Walkthroughs</p>	<p>Explore ways to further celebrate the diversity across the Kaimhill School Community</p> <p>e.g. Staff leadership roles</p> <ul style="list-style-type: none"> Diversity Champion Dyslexia Champion (Train the Trainer) LAC Champion Cost of the School Day co-ordinator Wider Achievement Champion <p>Staff provided with professional learning/CLPL opportunities which ensure they are fully up to date with legislation and practice affecting rights, wellbeing and inclusion. To include:</p> <ul style="list-style-type: none"> Dyslexia Outreach Service Input EAL Connected and Compassionate Communities UNCRC updates <p>Resourcing to include purchase of books and support materials relating to discrimination, sexual orientation, race etc for learners of all ages.</p> <p>Celebration and awareness events planned across the school year, across totality of curriculum.</p> <p>Revisit approaches to Respect Me and Update Anti-Bullying Policy</p>	<p>Update T1</p> <p>T1</p> <p>T3/T4</p> <p>T3</p>	<p>Barnardo's session with all classes – curriculum time</p> <p>SLT led staff workshop (DR)</p> <p>Community C.O.G.S. – CS/P6/7</p> <p>Dyslexia Outreach Service</p> <p>Laura McGowan</p> <p>Jennifer Creighton</p> <p>Wider Achievement – SM – P1/2</p> <p>RRS/UNCRC – RB – Enhance Provision</p> <p>£400 – donation from Garthdee Community Council</p> <p>E. Booth/SLT</p> <p>HT/Pupil Council - Self Assessment toolkit for anti-bullying policy and practice</p>	<p>✓</p>

		<p>Create Cost of the School Day short-life working group and policy.</p> <p>Update approached to tracking and monitoring LAC and Care Experienced children.</p> <p>Video celebrating KAIMHILL</p>	<p>T2 – ongoing</p> <p>T3/T4</p>	<p>PT – Fiona Black</p> <p>PT – Fiona Black</p> <p>Various staff and Pupil Group(s)</p>	
<p>FULFILMENT OF STATUTORY DUTIES</p> <p>Review Child's Plans/IEP processes to ensure they are aligned with UNCRC legislation</p>	<p>Staff will use Child's Planning format, uploaded to Wellbeing App.</p> <p>Staff create SMART targets for IEP that support pupils effectively.</p> <p>Child's Planning documentation reflects achievements and progress made.</p>	<p>Training for class teachers re UNCRC Bill – what does this mean for Kaimhill School?</p> <ul style="list-style-type: none"> • Use of language • Change of focus • How do we know we are getting it right? • Child Protection Policy update <p>Support for Learning - TRIO leads – development of shared understanding of good practice, shared priorities and shared vision for 2022/23</p>	<p>T1 and ongoing</p> <p>T3</p>	<p>IEP guidance – ACC EPS Support</p> <p>TRIOs SfL leads</p>	

Action Plan 4

Q1 3.2 Raising Attainment and Achievement RAG					
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
Review Writing programme and school approaches to raise attainment.	<p>Attainment in Writing over time will show increase across all cohorts.</p> <p>Pupils know and can articulate learning and next steps.</p> <p>Evidence Cfe and SNSA Data, Jotters Sampling, Classroom Observation/ Walkthroughs, Pupil Voice</p>	<p>Revisit Active Literacy Programme and supplementary materials used.</p> <p>Identification of attainment strengths – share across school.</p> <p>Moderation across the school</p> <p>Ensure universal supports are routinely used to support writing, i.e. Read Write Tool Bar Dyslexia Service/EAL inputs – Action Plan 3</p> <p>All pupils benefit from timely feedback to improve writing – linked to 2.3 and Feedback (Action Plan)</p> <p>Use of child-friendly progressions</p> <p>Use of SNSA data to identify areas for targeted learning and teaching</p>	T3	<p>DHT lead</p> <p>Literacy Co-ordinator – RS</p> <p>Staff Development Time</p> <p>Termly jotters monitoring/sampling of writing</p>	
<p>Improve tracking processes across the curriculum, including a heightened focus on Literacy & Numeracy and more effective reporting to parents across the school year.</p> <p>Staff have clear evidence of the impact of their teaching in raising attainment 'Know Thy Impact' – Visible Learning Programme</p>	<p>All staff use SEEMiS Progress and Achievement application</p> <p>Staff make effective use of a variety of assessments across the curriculum.</p> <p>Data is analysed, triangulated and next steps identified.</p> <p>Evidence Parental engagement calendar/ Parental feedback/Data Overview System/Effect Sizes</p>	<p>Staff training - SEEMiS Progress & Achievement/SNSA Data – aligned with CT judgements.</p> <p>Moderation opportunities</p> <p>Trio data lead network established</p> <p>Link SNSA data and ACEL data</p> <p>Triangulation of data from variety of sources and moderation activities to strengthen validity of ACEL data and validate school wide and individual attainment.</p> <p>Re-establish use of attainment overtime spreadsheet</p>	<p>T2</p> <p>Termly</p> <p>Ongoing</p>	<p>Teaching staff</p> <p>DHT/HT</p>	

	generated by school standardised assessments	Use of SNSA data to track attainment over time Monthly reporting to parents via Seesaw Create and share Reporting to Parents Calendar/Parental Engagement Calendar			
Develop robust tracking of pupil Health & Wellbeing to support delivery of effective interventions.	HWB data will be included in tracking and monitoring processes. Evidence Leuven Scale/SHANARRI & SHINE data/Barnardo's Feedback/Boxall data	Tracking of HWB data using SHANARRI indicators as part of QA calendar. Evidence action taken where wellbeing indicators are ≤ 2 . Attainment tracked across all curriculum areas.	3 x yearly GIRFEC meetings with HT	Google Forms SHINE Barnardo's Intervention River Room (Groups/1-2-1 supports)	
Recognise and value the personal achievements of all learners.	Progress and achievement records exist for all learners. Achievements are routinely celebrated across the school calendar.	Wider Achievement Champion appointed – S. Morrison Progress & achievement tracking system developed/implemented which captures contribution to life of the school, wider community and global citizenship. Promote and expand school's outdoor learning offer across all classes – supported by Outdoor Learning Champions (L. Middleton/M McLean)	October 2021 and ongoing	S. Morrison SLT	

High Level Plan

Year 1 (2021-2022)

1.3 Leadership of Change

Develop UNCRC approaches to Participation, Protection and Provision in school policy and practice (align with school vision, values and aims)

Promote leadership and empowerment through pupil voice and collective teacher efficacy

Provide high quality targeted support through our Enhanced Provision, promoting progress, wellbeing and achievement

Provide high quality learning and development opportunities for our youngest children through an expanded ELC service.

2.3 Learning, Teaching & Assessment

Develop consistent approaches in providing feedback which makes learning visible for all learners

Develop a Kaimhill Learning, Teaching and Assessment Framework which describes our shared understanding of the 'beautiful lesson'

Increase opportunities for pupils to lead their own and others learning – targeted focus on writing

Develop a play-based curriculum in P1.

3.1 Ensuring Wellbeing, Equity & Inclusion

Use Emotion Works across all year groups

Ensure all our learners feel included and very well supported

SHANARRI and SHINE questionnaires underpin our support for wellbeing and emotional interventions.

Connected and Compassionate Communities – Year 1

Respect Me – update and refresh antibullying policy

Celebrate the diversity that comprises our unique Kaimhill School community

3.2 Raising Attainment & Achievement

Ensure a consistent approach to teaching writing in all classes

Improve tracking process across the curriculum, including a heightened focus on Literacy and numeracy.

Develop robust tracking of Health & Wellbeing to support delivery of effective interventions.

Ensure we are removing barriers to learning promoting equity for all

Year 2 (2022-2023)

1.3

Plan greater engagement with stakeholders and have a particular focus on engagement with parents and carers. (Revisit VL journey and aims of Assessment Capable Learners).

Continue to further develop collective teacher efficacy

2.2

Review Curriculum Rationale and design. Continue to develop learning pathways which support learners to understand their next steps in learning. IDL and BGE to be reviewed with skills focus.

2.3 Continue to develop curriculum (Numeracy/RME)

3.1

Connected and compassionate communities - Year 2 consultation, action planning and implementation.

3.2 Continue to develop staff understanding of data and how to analyse this in relation to pupil attainment. In order to ensure greater consistency and reliability of staff professional judgement in achieving a CfE level, teachers should now engage further with a variety of moderation activities and National Benchmarks.

Revisit Numeracy Curriculum

Year 3 (2023-2024)

1.3

Develop further teacher leadership and provide opportunities for leadership at all level through school improvement action plans.

2.3

Plan approaches to develop teaching and learning communities within the school and across our trios to build relationships and strengthen learning and teaching collaboratively.

3.1

Connected and compassionate communities -Year 3 consultation, action planning and implementation.

3.2

Review tracking approaches and amend in light of outcomes.

PEF Summary of proposed spend

Funding Allocation	£88 903	Carry forward from previous year	£137	Total	£89040
Non-Staff Intervention/resource	Cost	Staffing (Include partner provider if applicable)	FTE	Cost	
COVID-19 recovery – TBC		Barnardo's Northern Star Last session/summer 2021	0.5	£22 500 £22 500	
Sensationall	£1 320	PSA Hours	2.2	£37 521	
Non-Staff Total 2021/22	£1 320	Staff Total 2021/22		£60 021	83 841