 **Education and Children’s Services**

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

**FOR**

**LUTHERMUIR PRIMARY SCHOOL**

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**LAST UPDATED: 25th August 2017**

**Aberdeenshire Council Education and Children’s Services**

“Education and Children’s Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire”

Introduction: local and national context

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it

* to develop excellence and equity
* to embed the principles of GIRFEC (Getting it Right for Every Child)
* to provide support in developing inclusive, vibrant and healthy communities

National Improvement Framework Priorities:

* Improvement in attainment, particularly in literacy and numeracy;
* Closing the attainment gap between the most and least disadvantaged children;
* Improvement in children and young people’s health and wellbeing; and
* Improvement in employability skills and sustained, positive school leaver destinations for all young people;

National Improvement Framework Drivers:

* School leadership
* Teacher professionalism
* Parental engagement
* Assessment of children’s progress
* School improvement
* Performance information

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School?4 are referenced. Links to these sources are:

NIF- [www.gov.scot/Resource/0049/00491758.pdf](http://www.gov.scot/Resource/0049/00491758.pdf)

HGIOS4 -[https://www.educationscotland.gov.uk/Images/HGIOS4August2016\_tcm4- 870533.pdf](https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-%20%20870533.pdf)

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| 1. Context of the School  At Luthermuir Primary School our vision is for our children, staff, parents and communities to work together to provide a safe, nurturing and welcoming environment where everyone is encouraged to be the best they can be.  Throughout the school and community we promote three key values:  Respect, Responsibility and Independence  We aim for everyone to be:  INCLUDED in the life of the school  SUCCESSFUL learners in, and beyond school  HAPPY in a safe and nurturing environment  AMBITIOUS in all that we do  RESPONSIBLE in our learning and through our actions  ENTERPRISING and develop skills for lifelong learning.   * Developing a **positive ethos** lays the foundations on which to build learning and teaching. Our curriculum offers a broad range of learning experiences, taking in to account the **needs** and **interests** of our pupils. Children’s opinions and ideas are **listened to** and **valued**, through our Pupil Council and RRS, JRSO and ECO working groups children are encouraged to be involved in developing the work of the school and thus having a positive impact on school improvements. There is a mutual sense of **trust**, **respect** and **shared values and aims.** * Analysis of the **SIMD data** shows that no child at Luthermuir Primary School lives in an area of deprivation (deciles 1 and 2); the majority of children are in deciles 6 or 7. Although Luthermuir Primary School does not have any children who are classed as living in an area of deprivation, we believe that all children are entitled to the best education and to be the best they can be. * The use of the **PEF** will be targetted towards increasing the range of resources within the Cluster to support raising attainment in literacy and numeracy and also promote health and wellbeing and family engagement. To compliment this staff training opportunities will be extended. The school has a clear commitment to excellence and equity and values the learning of all children.   **Strengths of the school include:**  **High quality, active learning experiences**  At Luthermuir School, children behave well and work hard. Almost all children are engaged and enthusiastic in lessons and respond well to the wide range of practical activities and learning experiences on offer. In a recent pupil survey, most children agreed that they enjoyed learning at Luthermuir School and that it was supporting them to become more confident, staff encouraging them to be the best that they can.  **High levels of performance**  Children are making good progress in their learning with almost all pupils on track to achieve the expected level and some exceeding expectations. Standardised assessment results supporting this with most children attaining the appropriate level for their age.  Targeted intervention is in place for those who require support and/or further challenge.  **The inclusive and nurturing ethos**  Supportive, nurturing relationships characterise the school and children benefit from high quality care and support. The evidence to support this comes from a recent parent survey where most parents who responded felt that staff worked hard to ensure children felt safe at school and knew that people cared about their child. Children are patient, caring and work hard at including one another, reflecting the nurturing approach of the adults in the school. It is clearly understood that it is everyone’s right to feel safe, valued and included.  **The quality of support provided**  Staff know children very well and work closely with parents to ensure that they are aware of any circumstances which might affect children or their learning. Staff track children’s learning carefully across all areas of the curriculum, constantly assessing whether children are making progress and provide appropriate support and challenge as required. Support staff are effectively deployed and work closely as part of the core staff team to ensure the needs of all children are being met. The IP teacher works closely with the school to support teachers to meet the needs of individual pupils.  **The engagement of all staff, pupils and partners in improving the school.**  Staff, pupils and parents at Luthermuir school demonstrate a commitment to continual improvement. Staff are committed to CLPL to enhance their own practice and maximise impact for learners. We have a very active Parent council, who work hard to drive school improvement and our recent survey had a high response from parents with valuable points made to inform school improvement priorities. Staff use the HGIOS4 challenge questions to focus their evaluations and identify next steps for moving forwards. Pupils have a strong pupil voice throughout the school and their ideas are listened to and valued when considering how to make our school better! |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement |
| Overview:  Our school is developing a strong ethos of collegiate decision making and has made a positive start to self evaluation. Staff are involved in identifying priorities for the school improvement plan and regularly assess its impact and identify next steps. Staff are fully involved in discussions around Learning and Teaching. In-service training, collegiate activities and meeting agendas are designed to reflect and deliver Improvement Plan priorities. Staff access further CPD opportunities to support Improvement Planning and PRD priorities.  Termly planning discussions with staff are centred around curriculum design principles, this is also the focus of SMT and peer monitoring visits alongside the key quality indicators. A comprehensive quality assurance calendar is in place and is robust, systematic and shared with all staff.  We have worked with staff, parents and pupils to update our shared vision, values and aims and are beginning to promote them across the school.  We invite parents/carers to termly open events and seasonal celebrations. This has increased parental engagement in the work of the school. Pupils and parents are engaged in regular evaluation surveys through a range of approaches. Feedback from evaluations is collated and clear action plans are developed in relation to the results/information.  **Key strengths:**   * The improvements in performance made by the school based on effective self-evaluation. * The focus in the school on its own vision values and commitment to learning. * The effectiveness of professional learning programmes that support all staff and increase outcomes for learners.   Identified priorities for improvement:   * Embed the values and aims of the school * Continued use of HGIOS4 Challenge questions to provide more systematic, focused reflection and stimulate improvements for learners. * Further develop staff confidence in using a wide range of assessment data, to inform planning, target support and ensure challenge. In particular staff will become familiar with the new SNSA including the data it can provide and how this can be used alongside other data to improve outcomes for learners. * Provide further opportunities to engage parents and pupils in school improvement through regular use of comments slips, curricular open evenings and voluntary working groups. Ensure that all stakeholders have opportunities to voice their views and opinions and that they feel they are being listened to and valued. |

In relation to the priorities listed above the following action plans have been confirmed:

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| Action plans | Expected Outcomes/Impact on learners | How will success be measured? By when? By Who? | |
| 1. Extend confidence and effectiveness in use of HGIOS4 | - School improvement planned around selected QI’s (1.3, 2.3, 3.1, 3.2)  - Staff confidence in self-evaluation enhanced  - Learners, parents and other stakeholders consistently engaged in self-evaluation  - Learners to take more responsibility for evaluating their own progress and the progress of the school | - Evaluation will show that by April 2018 all staff are confident in the use of HGIOS4  - By June 2018 all learners, staff and parents will be engaged in aspects of school improvement-planning  - All class teachers to engage learners in regular evaluation activities eg., learning logs, traffic lighting, dialogue | |
| 2. Increase use of evidence and research to support professional learning | - Classroom planning using research based evidence and data that confirms improvements for learners – i.e the work of Shirley Clarke; John Hattie; James Nottingham; Highland Literacy Project  - Revision of homework policy to include consultation with all stakeholders by January 2018. | - Reflective activities included in collegiate calendar for 2017/2018 which incorporates cluster working with Luthermuir, Redmyre, St Cyrus.  - Impact on learners seen following application of revised approaches eg., number sense, highland emerging literacy project and Big Writing  - A more consistent approach to homework across the schools incorporating skills for learning, life and work. | |
| 3. Improvement in staff confidence in using all available assessment data effectively to raise attainment | - Staff to have increased confidence in using standardised data to support professional judgements and plan next steps for pupils  - Analysis of standardised attainment data (SNSA/InCAS) to inform planning and targeted support, thus improving outcomes for all learners | - Analysis of and response to data consistently integrated into learning across all classrooms by September 2018  - Raised attainment evident for all young learners, closing the attainment gap | |
| 4. More regular opportunities to involve parents in discussions around the vision, values and aims of Luthermuir School and how we can support one another to achieve our goals. | - Clearer understanding of school aims and how these link to policy and procedures  - Collegiate approach to ensure we are working together to meet the needs of all pupils | - parents feel confident that their child(ren) needs are being met and that they are supported well in school (parent survey May 2017/2018)  - all stakeholders feel supported, valued and listened to | |
| Evidence of progress/ comments/ identified next steps:  Date:  Date:  Date: | | | |
| Evaluation of QI 1.3- Leadership Of Change:  Sources of evidence/evaluation activities undertaken:  - Self-Evaluation at school level using HGIOS 4 QI’s  - Discussions with staff at PRD  - Observations of lessons by SLT to ascertain embedding of revised approaches to supporting learning  - School Improvement Plan  - Parent feedback at open events and parent council meetings  - Pupil Voice displays  Overall evaluation of level of quality :   * All staff have a very clear understanding of the social, economic and cultural context of the local community. * School improvement takes place in the context of the school’s values and vision. * SIP progress is discussed at regular collegiate meetings. HGIOS4 challenge questions are regularly discussed at collegiate meetings although there is acknowledgement that this requires more focused planning. * Staff have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues and pupils. Developing a more robust understanding of assessment data would further support this work. * Staff, pupils and parent views and ideas are sought when developing our School Improvement Plan, choosing appropriate approaches to effectively facilitate change. * All staff are committed to CLPL and continually reflect on and develop practice to ensure best possible outcome for all learners. * All staff are committed to the shared values as embedded in the GTCS standards. * Overall, the changes pursued by the school are having a positive impact on young people. * Leadership roles are taken by colleagues at all levels e.g. 1+2 Ambassador, Developing Number Sense, Outdoor Learning and extra-curricular clubs.   Level of quality for this QI: 4 Good | | | |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement ,Assessment of children’s progress |
| Overview:   * All staff show commitment to the development and wellbeing of learners as individuals. * Children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies. * Staff have familiarised themselves with literature to support their understanding of the key principles underpinning effective teaching and learning and are using this knowledge to improve their practise. * Aberdeenshire Frameworks have been used to inform planning and identify next steps in learning, thus ensuring progression for all our young learners. There is however an identified need for staff to familiarise themselves with the new benchmarks produced by Education Scotland to ensure consitent approach. * Transitions are well-supported and curriculum transition with the local secondary school have been introduced to further support the process. * Regular outdoor learning experiences have been introduced but now need to be incorporated in to the weekly planning of the school to ensure children benefit from a wide, varied and purposeful curriculum. * Children are becoming more responsible at making decisions regarding their learning and there are more opportunities for children be independent learners. Older pupils are encouraged to support the younger children in maintaining Personal learning Plans. * Positive engagement with parents encourages them to take an interest in their child’s learning. * ICT is used widely across the curriculum to support teaching and learning experiences and as part of homework. * Aberdeenshire tracking fromats are in place and staff are becoming more confident in making judgements about children’s progress within a level Teachers track children’s achievement carefully. They use group work and personalised tasks to give children appropriate support or challenge   Key strengths:   * The very positive relationships in the school based on shared vision and values and a respect for learning. * The high quality of personalised support based on secure knowledge about learners and their needs as well as an understanding of family circumstances. * High quality teaching and learning experiences which offer variety and challenge, making effective use of the local community and businesses to enhance impact on young people.   Identified priorities for improvement:   * Carefully planned opportunities for children to engage in outdoor learning. * Consistent use of Education Scotland benchmarks to track pupil progress and identify next steps in learning * Ensure widespread understanding of Aberdeenshire’s updated Child Protection Guidance and materials * Using PEF funding effectively to ensure our curriculum provides flexibility which leads to raising attainment through meeting the needs and aspirations of all our learners. |

In relation to the priorities listed above the following action plans have been confirmed:

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| Action plans | Expected Outcomes/Impact on learners | How will success be measured? | |
| 1. Incorporate more opportunities for children to engage in outdoor learning. This will include a block of Forest School sessions for all children, partnership working with local farm shop and neighbouring school. Opportunities to take learning across the curriculum in to the outdoor environment. | - Outdoor learning opportunities to be evident in classroom planning to ensure regular, planned and progressive learning experiences  - Children to be engaged, motivated and enthusiastic about learning  - Weekly garden gang with support from parent/grandparent volunteer – increased responsibility, understanding of how to care for our garden | * Planning discussions with staff will highlight regular, planned outdoor lessons * Pupil views will be sought to establish the effectiveness and ascertain level of impact | |
| 1. Consistent use of Education Scotland benchmarks to track pupil progress and identify next steps in learning | * Used consistently throughout school progress of all learners will be tracked in line with national expectations * Revised, effective system of tracking and monitoring consistent with education Scotland benchmarks | * professional discussion and tracking around the benchmarks will promote staff confidence in identifying where children are within a level | |
| 3. Ensure widespread understanding of Aberdeenshire’s updated Child Protection Guidance and materials | * Staff training to take place on Inset day 1 to include Context; Roles and Responsibilities; Practice Guidelines from the new guidance materials * Staff familiarisation of SHANARRI and GIRFEC | * All staff will follow guidelines as and when appropriate. * Staff will use the relevant paperwork to record GIRFEC concerns. | |
| 1. Using PEF funding effectively to ensure our curriculum provides flexibility which leads to raising attainment through meeting the needs and aspirations of all our learners. | * Provide pupils with a flexible curriculum which supports individual needs, raises attainment, ultimately closing the gap | * The needs of all pupils will be met. This will be evidenced by raised attainment and engagement for all. | |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | | |
| Evaluation of QI 2.3-Learning, Teaching and Assessment:  Sources of evidence/ evaluation activities undertaken:  ***-*** HT and class teachers monitor progress of learners collectively and individually and plan next steps in learning in response.  - Learning visits by HT.  - Pupil sampling and learning conversations with young people /Staff, pupil and parent discussion groups.  - Collegiate professional dialogue focused on learning in literacy and numeracy.  - Evidence of outdoor learning in planning.  - Parent questionnaire feedback.  - Cluster / peer school moderation.  - Evidence from QI visit/ liaison with QIO.  Overall evaluation of level of quality :   * Majority of staff understand need for nurturing environment but this could be improved by having a whole school approach. * Celebration of achievements in/out of school to be more regular and consistent. Class teachers to award a certificate to a child in their class on a weekly basis and presented at assembly. * Learners are able to give feedback on their learning but we need to use effective questioning to improve the quality of their understanding of the skills developed. * Staff access and apply relevant findings from educational research but staff need time to process new information and to find ways to embed it in their classroom effectively before moving on to new initiatives. * Planning is manageable when there are no ‘extras’ to find time for during working hours. The school would benefit from a whole school planning format. * Teachers assess regularly but we would benefit from an annual assessment timetable. Eg, two pieces of literacy before Christmas.   Level of quality for this QI: 4 Good | | | |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information |
| Overview:   * Luthermuir School is developing a positive ethos of inclusion with all children benefitting from a high level of care and nurture provided in a safe and secure environment. * Staff have a shared understanding of wellbeing and rights which is updated through annual GIRFEC training. Staff fully understand their responsibilities in relation to Child Protection. Our commitment to GIRFEC is underpinned by good communication and relationships with partner agencies to ensure the best outcomes for all. * PEF will be targeted at removing early barriers to literacy through work with the Emerging Literacy approach as part of the Northern Alliance. Additional monies will be used to increase the range of resources within the Cluster to support raising attainment in literacy and numeracy and to also promote health and wellbeing and family engagement. To compliment this staff training opportunities will be extended. * Children are enthusiastic and engaged learners. Active learning opportunities are used alongside other methods to motivate and challenge pupils. Additionally the use of technology allows children to develop a wide range of skills and attributes. * The school is adopting a dyslexia and autism friendly approach, toolkits to support this are available in all classrooms and autism awareness training from the IPT has been accessed by most teachers. Nurture approaches are used throughout the school. * A skills for learning life and work programme is in use but requires further embedding. * Our curriculum provides children with planned opportunities to explore diversity and multi faith issues through our RME rolling programme. * Plans are in place to meet the needs of children with ASN, and class teachers are aware of their responsibility in making adaptations to the learning environment and curriculum to ensure the best outcomes for all. Support is utilised well from colleagues and partner agencies. * Standardised data is used effectively to track progress and identify areas requiring targetted support. Analysis of such data shows that most childrens’ attainment is in line with progression expectations in numeracy and literacy.   Key strengths:   * Staff are very knowledgeable about the children, their families and the local community. They use this knowledge effectively to support children to achieve the most positive outcomes. * Class sizes remain manageable with good levels of support in place to ensure learners needs are being met. * Class teachers are motivated to engage in CLPL to ensure they are doing their best to improve outcomes for all learners.   Identified priorities for improvement:   * To encourage growth mindset, resilience and perseverance through VL to raise attainment for all. * Continue to engage families in understanding how we support all learners. * To build on work done already surrounding 1+2 with the introduction of ‘Language Passports at every class stage.’ * Continue to develop and extend strategies to support learners with a wide range of needs and remove any barriers to learning. |

In relation to the priorities listed above the following action plans have been confirmed:

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| Action plans | Expected Outcomes/Impact on learners | How will success be measured? |
| 1. To raise levels of attainment in literacy and numeracy, particularly mental calculations | -Through cluster working with the Highland Literacy Project levels in attainment in reading will be much improved evidenced through tracking meetings and standardised assessment results.  -Big writing approaches will be further embedded throughout the school leading to improvements throughout the school in writing.  -Through attendance at Number Sense training learners will demonstrate an understanding of their learning. | Analysis of attainment will indicate improved outcomes for all in both literacy and numeracy.  Data will be gathered through the Highland Literacy project and will be fed back to school |
| 2.To extend children’s resilience and capacity to learn through promotion of a Growth Mindset. | - through collegiate sessions staff will become familiar with the work of James Nottingham and Carol Dweck on Growth Mindset. This will be put into practice in classes throughout the school having a positive impact on the children’s capacity to learn. | Children will be more resilient demonstrating a ‘can do’ attitude.  Raised attainment will be evident in assessment data collected. |
| 3. To build on work done already surrounding 1+2 with the introduction of ‘Language Passports’ at every class stage. | Use of the Language Passports will lead to increased confidence in staff regarding next steps for learners. | -Children will demonstrate sound knowledge of vocabulary expected at each class stage. |
| 4. To promote an inclusive ethos where all children feel safe, valued and supported. | Staff will revisit Aberdeenshire Council information on ‘Meeting Learners Needs’ during Inset 1 and will identify areas for development to ensure CLPL is tailored appropriately to meet staff needs and thus have greatest impact on learners.  Through participation in the Laurencekirk Cluster Learning Festival and CLPL staff will become familiar with a number of barriers to learning which may be experienced by learners and how we can work to ensure equity for these children. | CLPL accessed to support staff development needs. Staff demonstrating greater confidence in delivering strategies and approaches to meet learners needs.  Evaluation of Learning Festival participation and professional dialogue surrounding CLPL activities will evidence an understanding of how we can break down barriers to learning. |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |

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| Evaluation of QI 3.1- Ensuring Wellbeing, Equity and Inclusion:  Sources of evidence/ evaluation activities undertaken:  - Positive behaviour evident in and around school/community and confirmed with analysis of referrals.  - Feedback from pupils, parents and other stakeholders gathered via formal and informal consultations.  - School being awarded RRS status.  - Raised attainment by learners in all SIMD deciles evident in standardised assessments.  - Positive views reflected by pupils and parents on their education and desire to learn at Luthermuir School.  - Cluster/peer/ QIO-led moderation exercises.  - Monitoring of attendance, lateness and behaviour.  - Child Protection procedures updated annually during In Service training.  - All staff trained in Emergency First Aid and how to deal with anaphylactic shock.    Overall evaluation of level of quality :   * Our ethos promotes fairness and respect for all. Our nurturing approach supports the positive relationships we have developed with pupils, parents, partners and the community. We have embarked on our Rights Respecting School Award and are aiming to achieve the Level 1 award this session. We promote global awareness and understanding through assemblies, interdisciplinary topics and partnership work. * The school takes steps to engage all learners and their families to enable them to experience success as valued members of our school community. Individual learning needs are addressed through developing targets and tailoring the curriculum for particular needs and abilities. * There needs to be wider discussions around wellbeing and inclusion and the relevant legislation to support a climate where children can feel safe and secure. * Our staff have a commitment to GIRFEC and the use of Wellbeing Indicators to ensure that all children and staff feel safe, valued and secure. Staff are responsive to needs but need a consistent approach when dealing with issues. * All pupils know about children’s rights and wellbeing issues through awareness raising through assemblies and aspects of the curriculum. * Positive behaviour and good manners are modelled by all those working with children and young people. * Most children show consideration and respect for others and display positive relationships and behaviour. * Children have good relationships with staff and regularly share personal experiences and opinions. * Need to look at whole school plan for exploring diversity and equality. * Outdoor space needs to be used more to support children’s wellbeing.   Level of quality for this QI: 4 Good  Evaluation of QI 3.2- Raising Attainment and Achievement:  Sources of evidence/ evaluation activities undertaken:   * Analysis of standardised assessments and regular tracking meetings with staff to ascertain progress in literacy and numeracy * Analysis of opportunities for wider achievements for pupils by looking at PLPs, ‘Star Wall’, celebration assemblies and monthly newsletters * Feedback from children on their learning * Moderation of attainment across cluster * Star board   Overall evaluation of level of quality :   * The school empowers children and young people to have a say in the quality of their learning experiences and how to improve. * Attainment levels in literacy and numeracy are a central feature of the school’s priorities for improvement and raising attainment –needs to be high expectations throughout school, punctuation, language, pride in their work. * Literacy and numeracy to be given equal focus in session 2017/2018 to ensure consistent progress is maintained in both areas. * Standardised assessments are completed by children annually to track progress and identify strengths and areas for development. Tracking is done at regular intervals throughout the year and information is used to plan next steps and target support. Standardised assessment data is used to support teacher judgements. * Almost all pupils are attaining appropriate levels for their age and analysis of data shows that good progress is being made in literacy and in numeracy. A ‘Developing Number Sense’ approach is being developed to improve children’s mental calculation skills. * Wider achievements are recognised and regularly celebrated through celebration assemblies, achievements display and school newsletter and website. This could be further enhanced through engaging further with parents in sharing achievements out with school. * Staff to be more consistent in praise and rewarding of achievements. Wall of Excellence to be introduced in each class. * Standardised data and professional discussions are used to target support and support staff are deployed effectively to help remove barriers to learning and ensuring equity for all. * The outdoor environment is utilised to enhance pupils learning experiences. The school has worked hard to build a strong culture of partnerships in the local community to maximise opportunities for young people and to enhance learning outdoors. Local businesses are utilised to support enterprise activities and development of life skills. Planning for outdoor learning needs to be more robust to ensure progressive and meaningful learning experiences. * There is a need to continue to look at how life skills can be developed and applied across the curriculum and beyond the formal classroom. * The school is working hard within Aberdeenshire GIRFEC structures to break down barriers to learning and a number of young people having appropriate plans in place to address these. * Across the school pupils are encouraged to take responsibility in roles such as pupil council, ECO/RRS reps. More regular meetings should be planned to ensure this continues to impact on the school improvement agenda. * To develop a robust but succinct format of recording plans and assessment and showing that assessment is at the heart of further development and planning, linking it to Aberdeenshire Frameworks to ensure quality, pace and challenge.   Level of quality for this QI: 4 Good |
| 5. What is our capacity for improvement?   * The overall capacity for improvement at Luthermuir School is very good. This is based on the following aspects within the school:   - High levels of commitment and leadership by all staff.  - Young people in the school who show a respect for and commitment to learning.  - The positive ethos in the school underpinned by shared vision and values and a commitment to the welfare and happiness of all our pupils and families.  - A high quality programme of professional learning that supports all staff and leads to improvements for learners.  - Productive partnerships with parents, other schools and services and a range of contacts in the local community.  - Positive feedback about the school from QIO, parents and learners themselves that gives confidence in what we do.   * Aspects that could impact adversely on the capacity for further improvement include:   - Lack of consistent supply staff  - Budgetary constraints regarding extending availability of differentiated resources |

6. Record of updating

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| Date | Amendment made | By who | Comment |
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