



**Luthermuir Primary School
Standards & Quality Report
2019 - 2020
&
School Improvement Planning
2020 – 2021**

School Forward

We are pleased to present both our Standards and Quality Report for Session 2019–2020 and our School Improvement plan for the current session 2020 -2021. This report forms part of our quality improvement framework and provides important information regarding our schools progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Luthermuir school. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

How are we doing?

How do we know?

What are we going to do now?

Looking inwards to analyse our work

Looking outwards to find out more about what is working well for others locally and nationally

Looking forwards to gauge what continuous improvement might look like in the longer term

At Luthermuir we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Ian Clarke
Head Teacher

The School and its context

Luthermuir is set in an attractive rural location about 5 miles south of Laurencekirk and 8 miles West of Montrose. Originally a weaving village it has grown fairly slowly over recent decades and has retained much of its charm. There are no shops but the village has a strong sense of community with the school and local hall hosting a range of events throughout the year.

The school was built in 1879 and is non-denominational. The catchment area includes two distinct settlements: the village of Luthermuir and Edzell Woods, a community established following the closure of the Edzell air base.

The school's current roll is 41 in total and comprises of two classes. Luthermuir Primary School has equivalent of 2 full time class teachers. The Head Teacher is currently responsible for both Luthermuir School and Marykirk School in dual headship role and is supported across the two schools with a Principal Teacher. We also have a teacher two days a week who provides additional support for learners. The school works closely with a range of other support agencies and volunteers in order to provide the best possible experience for all our children. In addition, the staff are supported by 3 pupil support assistants, 1 school administrator, 1 cook, 1 catering assistant, 1 cleaner and a part time janitor. Pupil Equity Funding has been used to increase PSA hours to allow a breakfast club to be established and to support children both socially and academically through activities such as Gardening Gang and Film Club. On leaving Luthermuir Primary School the pupils transfer to Mearns Academy, Laurencekirk. Luthermuir School is part of the Laurencekirk Community Schools' Network and works closely with the other 6 schools in the Network. There are strong links between the schools in the network, with joint residential trips, extracurricular activities and after school clubs established this session. The school plays an active role in the community and is used for a range of community activities and clubs for all ages. The school has a very supportive Parent Council which supports school improvement priorities and raises additional funds to enhance the experiences for all our learners.

Vision, Values and Aims

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.

Our School Values were reviewed last session with all stakeholders involved and throughout the school and community we wish promote our values through three core words:

READY, RESPECTFUL, SAFE

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.

Strengths of the school include:

High quality, active learning experiences

At Luthermuir School, children generally 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. Learners' achievements both in and out of school are recognised and celebrated. Pupils at Luthermuir School play an active role in the school and regularly take on responsibilities and leadership roles through Enterprise activities, Young Play Leaders and Pupil Participation groups.

High levels of performance

Children are making good progress in their learning with almost all pupils on track to achieve the expected level. Standardised assessment results support this with most children attaining the appropriate level for their age.

PEF has been used to purchase additional PSA hours in order to further support those individuals who are not meeting expected levels as well as supporting pupils by offering additional clubs such as Breakfast Club, Gardening Gang and Film Club.

The inclusive and nurturing ethos

All staff have a very good knowledge of the children and their families and use this knowledge to plan appropriately for the varying needs and interests. Staff have undertaken training and professional dialogue to develop their understanding of Nurturing approaches, Restorative Practice and Positive Behaviour Management and will continue to work on embedding the principles behind these to promote positive behaviour for learning.

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. PEF funding was used this session to provide additional targeted support for individuals, working closely with SLT, PSW and social work to ensure timely, relevant intervention. The Pupil Support Worker has played a key role this session, working with pupils, parents and staff to ensure all children are accessing the support required.

The engagement of all staff, pupils and partners in improving the school.

Staff, pupils and parents at Luthermuir School demonstrate a commitment to school 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 staff use the HGIOS4 challenge questions to focus their evaluations and identify next steps for moving forwards. HGIOURS has been used with pupils to gather their views on how we are doing and what we need to do next.

Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2019-2020.

Key priority 2019-2020	Key actions undertaken	Impact (achieved throughout 2019-2020)
Improving Learning, Teaching and Assessment	Maths Mastery training undertaken Within literacy planning a great focus was placed on comprehension tasks	Due to COVID-19 there needs to be a continuation of this development as I believe we did not fully integrate this priority and there was not enough evidence to show a clear improvement.
Partnership Working to raise attainment	A number of opportunities for parents to work in the school were developed Seesaw was integrated into school communication system AIFL techniques were revisited	Due to COVID-19 there needs to be a continuation of this development as I believe we did not fully integrate this priority and there was not enough evidence to show a clear improvement. However we would like to increase the development of this strand to create more learning activities for parents through workshops and leaflets of learning.
Developing Leadership at all levels	Collegiate activities were undertaken across council, network and local schools Moderation work was undertaken	Due to COVID-19 there needs to be a continuation of this development as I believe we did not fully integrate this priority and there was not enough evidence to show a clear improvement. This priority was not completed and therefore will remain a priority for next session.

<p>Improvement through self-evaluation</p>	<p>Self-evaluation was a clear focus at each staff meeting New QI calendar and plans were put in place Staff engaged more with HIGIOS 4</p>	<p>I do not believe that there has been a significant enough impact in this area and staff are confident enough in regard to whole-school self-evaluation and we need to further embed this priority and therefore it will remain in place. Again COVID-19 affected this development area.</p>
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How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community
Strategic planning for continuous improvement
Implementing improvement and change

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Level of quality for core QI: 3

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- The school engages in a self-evaluation process involving all stakeholders, encouraging pupils to take responsibility for decision making and school improvement. Children give their views about the school as part of committees and take responsibility for improving aspects.
- 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 good knowledge of tools to support self evaluation including GTCS standards and HGIOS4
- Staff have taken lead roles in school improvement initiatives such as Big Writing, DYW and Maths Mastery to benefit outcomes for our young people. This could be enhanced further by rolling good practise out across the school to encourage a consistency in approach
- Staff are familiar with HGIOS4 and have been involved in activities to 'unpack' the relevant Quality Indicators and self-evaluate against these
- Discussions around planning, classroom practice and feedback need to be more focused to ensure they have an impact on the quality of learning and teaching for learners, with clear links to quality indicators and improvement plan priorities.
- Engagement with all stakeholders through a range of methods as requested by parents. Parents were very positive about returning to two parent evenings, community cafes and pupil led events and performances have been very well supported this session
- Staff engage with professional learning/CLPL opportunities through ALDO.
- Professional Review and Development (PRD) procedures are implemented as per GTC guidance and time allocated for staff to update and review professional learning.
- Children and young people are developing their confidence in reviewing their own learning and the work of the school through Pupil Voice Groups
- Staff use assessment data to inform planning and next steps to improve learning

How do you know?

What evidence do you have of positive impact on learners?

- There is an ethos of professional engagement and collegiate working from all staff. Annual calendar of staff meetings with focus areas linked to the school improvement plan. There are regular opportunities for all staff to engage with QI documentation to review practice and plan next steps. The school has a clear three-year cycle to ensure all aspects of HGIOS is considered when evaluating and improving practice.

- QA evidence informs next steps. Team planning sessions are conducted with a view to sharing standards and moderation practices. There has been a clear focus on learning intentions, success criteria and feedback.
- There are pupil groups in place for different areas of the school which are continually reviewed and developed
- Teaching staff have a range of leadership opportunities such as 1+2 and MTV and QAMSO amongst many others.
- Whole School QA calendar clearly documents processes to review and improve school work
- CPD opportunities are linked to PRD and/or SQUIP.
- Moderation work carried out throughout the year.
- With other schools' opportunities have been provided for colleagues to engage in self - evaluation opportunities to share practice as well as engage in VSE activities within each school.

What are you going to do now?

What are your improvement priorities in this area?

- Continue to develop opportunities for staff to lead areas of work relating to identified improvement priorities and evaluate impact.
- A consistency in attitude and approach around school vision and outcomes for learner
- Continue to make reference to core values through weekly assemblies, introducing a 'Star of the Week' from each class. Embed Vision, Values and Aims in school and in the wider community and develop shared language and expectations.
- 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.
- Create opportunities for pupils to present to parents around school improvement priorities and vision, values and aims to further embed these with all stakeholders
- Ensure pastoral notes are used in SEEMIS.
- Promote further links with local businesses.
- Increased parental engagement and dialogue with learners about their progress in learning through the use of Seesaw

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

QI 2.3 Learning, teaching and assessment

Learning and engagement
Quality of teaching
Effective use of assessment
Planning, tracking and monitoring

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

**Level of quality for core QI: 4
(HGIOS?4/HGIOELC? 1-6 scale)**

How well are you doing?

What's working well for your learners?

- Most staff show commitment to the development and wellbeing of learners as individuals.
- Children and young people are safe and are protected by appropriate Child Protection and Safeguarding policies.
- Staff use a range of approaches to motivate and engage all learners
- Education Scotland Benchmarks are being used in Literacy, Numeracy and Health and wellbeing. Using these, in conjunction with a range of sources of assessment evidence, staff are becoming more confident in making judgements about children's progress within a level.
- Transitions are well-supported and curriculum transition with the local secondary school have been introduced to further support the process. Enhanced transition experiences are also offered in collaboration with CLD, the secondary school and through the MAAPM process for those children who have additional support needs.
- Children benefit socially, emotionally and academically through regular outdoor learning experiences
- ICT is used across the curriculum to support teaching and learning experiences and as part of homework. Targeted individuals can access technology to support their learning.
- Regularly tracking periods have been introduced across the school year and this is used to plan appropriate interventions and next steps
- Learners can communicate what they are learning and why and are involved in planning their own next steps
- There are strong links with the local community
- Learners play an active role in the school and wider community and regularly take on leadership roles and responsibilities

How do you know?

What evidence do you have of positive impact on learners?

- QA processes taking place throughout the school year.
- Pupils have regular opportunities to engage and lead assessment through self and peer assessment approaches.
- Pupils' are developing their understanding of knowledge and skills as well as their identification of strengths/next steps
- Collegiate working and sharing of good practice have been considered through the use of visible learning impact coaches.

- Aberdeenshire frameworks and national benchmarks are used to inform planning and identify appropriate next steps thus ensuring progression in learning across the school. Staff plan collegiately to support moderation of practice and ensure a shared understanding of expected standards.
- National benchmarks and local frameworks are used to support professional judgements made and make informed decisions on where pupils are in their learning.
- We have an agreed assessment calendar which shares key areas of focus .throughout the school year.
- PEF is used to support staff to plan interventions to overcome any barriers faced.
- Professional dialogue ongoing throughout the session.
- Termly tracking meetings are held with staff.
- SNSA data is considered by all staff. This is used to inform next steps in learning by class teachers.
- Consideration of trends in data are used appropriately to inform future improvement planning. Session 19-20 there has been a key focus on L&T following interrogation of data.
- Staff have been involved in development work for the cluster
- Feedback from parents/carers around the use of Seesaw to share learning, progress and feedback is very positive.

What are you going to do now?

What are your improvement priorities in this area?

- Ensure that planning for learning, teaching and assessment is aligned to Curriculum for Excellence standards and expectations using the Experiences & Outcomes, Aberdeenshire's Curriculum Frameworks and the National Benchmarks.
- Continue to embed a more consistent approach to the use of learning intentions, success criteria and effective feedback would support learners to understand their next steps and take a greater role in, and more responsibility for, their own learning.
- Ensure that all children's needs are met through a more thorough programme of observations and monitoring of work.
- Developed a life skills award scheme and have strong informal links with local businesses.

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

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality for core QI: 4

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- 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 funding has been 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. The PEF funded, Pupil Support Worker, has established links with families to provide support as appropriate. PEF funding has been used effectively to provide targeted support, working with partner agencies to ensure consistency in approach.
- Most children are enthusiastic and engaged learners. Active learning opportunities are used alongside other methods to motivate and challenge pupils. Pupils have benefitted from weekly Forest School sessions, promoting positive relationships and well-being.
- The school has begun to look at dyslexia friendly approaches and resources to support this have been introduced. Strategies suggested by IPT have been used to support autistic needs. Nurture approaches are being introduced throughout the school. ASN staff have all attended Dyslexia Scotland training
- A skills for learning life and work programme is in use but requires further embedding. Children take part in regular skills based activities through our community cafes – baking, serving, handling money
- 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 targeted support. Our ASN teacher liaises well with class teachers to assist. Analysis of such data shows that most childrens' attainment is in line with progression expectations in numeracy and literacy, although writing attainment has dipped

How do you know?

What evidence do you have of positive impact on learners?

- Shared expectations in place across the school. Positive, supportive ethos throughout the school. The school promote the rights respecting award work.
- An open-door policy is in existence for all comments/queries. A log is kept of any complaints/queries.
- Annual update of GIRFEC/Child protection training carried out.
- Staff complete annual data protection, equalities and diversity training as provided by local authority
- ALEC/SCARF resources used – The school use a two-year rolling programme for smaller schools.
- The school has been awarded the following recognition: Silver Sports award which puts pupils, wellbeing ,activity and leadership at the heart of our work.
- Effective partnerships are in place with local church and community groups, police liaison and community officers, Bikeability. The school also operates a three-year rolling first aid programme.
- Targeted support is provided by class teachers, IPT staff, Pupils support worker and others such as SALT/EAL. EP take part in the planning and assessment for pupils.
- Outside agencies such as school nurse, doctor and CAHMS are also involved with the consideration of targeted support for individual pupils.
- Some staff have completed nurture training
- The school keeps an up to date audit of need to support the deployment of staff and consideration of interventions to be planned for to support pupils.
- MAAPM process being fully implemented. Regular meetings with staff, parents and other agencies to meet pupils' needs.
- HT meets termly with SFL staff in order to plan appropriately to meet individual need. This is reviewed for impact on a termly basis too.
- Staff visit partner providers within the community to support transition from Early years setting to P1. A programme of visits is carried out each year to support transition to p1. P6 pupils act as buddies for new P1 pupils in term1.
- The cluster has a comprehensive transition programme run in partnership with cluster primaries/Mearns Academy/ Aberdeenshire engineers and CLD. There are series of visits in place. There is an enhanced transition programme in place for any pupils who would benefit from this academy staff team provide a range of opportunities to engage with pupils and their families.

What are you going to do now?

What are your improvement priorities in this area?

- Continue to identify appropriate professional learning opportunities to develop staff skills in meeting the needs of all learners.
- Whilst providing a range of appropriate learning experiences for individual pupils, there is a need to ensure that all learners are included in activities with their peer group as much as is possible.
- Continue to engage families in understanding how we support all learners through this culture and ethos

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy

Attainment over time
Overall quality of learners' achievement
Equity for all learners

Relevant NIF priority: All
Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information
Level of quality for core QI: 3
(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?
What's working well for your learners?

- Attainment is generally good with most children achieving expected levels in literacy and almost all children achieving expected level in numeracy. Continue to look at approaches and how support can be targeted to ensure positive outcomes for all learners.
- 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.
- Wider achievements are recognised and regularly celebrated through celebration assemblies, achievements display and school newsletter and website. Some parents have engaged by sharing achievements out with school, although this needs to be further encouraged.
- 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 eg., Luthermuir Flower Show, Industrial Show and Gala. Local businesses are utilised to support enterprise activities and development of life skills.
- 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 'digital leaders', pupil council, ECO/RRS reps. More regular meetings should be planned to ensure this continues to impact on the school improvement agenda.

How do you know?
What evidence do you have of positive impact on learners?

- Overall school professional judgements of CFE levels show good progress for most learners. Through school tracking procedures a number of pupils are exceeding expectations in both literacy and numeracy. Staff are continuing to develop opportunities to promote challenge for all pupils.
- Universal supports exist in all classes. ASL supports are regularly reviewed in order to ensure all resources are deployed appropriately to meet need.
- TMR system and tracking meeting info is kept up to date termly.
- HT regularly reviews specific cohorts of pupils (e.g.) pupils identified exceeding expectations as well as considering the impact of PEF on identified pupils.
- The school have engaged in moderation work in a variety of ways.
- We engage in a bi-annual cluster attainment review which allows for sharing of good practice and identified areas of development.
- Parental volunteers support the school in numerous areas.

- All pupils involved in pupil groups
- Partnership working with community groups such as, CLD links and community cafes.
- Ongoing praise letters and certificates are issued in assemblies and the Seesaw online platform is also used to share achievements.
- All pupils are encouraged to share wider achievement.
- Staff and pupils run a variety of clubs during and after the school day which include Lego club, choir, cross country, dance, Warhammer, morning multi-sports, dodgeball.
- Tracking of attendance and latest-HT monitors all lates as at main entrance daily.

What are you going to do now?

What are your improvement priorities in this area?

- Further develop staff confidence in planning valid assessment and increase opportunities for moderation to reach a shared understanding of standards across the school to ensure that attainment data is robust.
- Continue to increase staff confidence in analysing the data provided by the SNSAs and how they consider this as part of a wide range of evidence when reaching teacher professional judgement.
- Ensure that wider achievements are systematically tracked and monitored so that learners 'at risk' of missing out can be provided with or signposted to appropriate opportunities to develop skills for learning, life and work.
- Continue to develop approaches to profiling as a means for learners to share their successes and achievements.
- To create and develop robust tracking of digital skills and life skills.
- Working groups to be established (Numeracy/Literacy/HWB/DYW) to engage all stakeholder in school improvement and raising attainment for all

PEF 2020-2021

Identified gap	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. Literacy has been highlighted as an area for development with some children falling below the expected level in listening and talking and writing.
Expenditure	Additional PSA hours to provide targeted literacy support in partnership with SLT. Breakfast club and Garden Gang to be continued.
Expected outcomes	Removal of barriers to literacy Increase in pupil motivation Raised attainment in reading and writing Better relationships, better behaviour, better learning To support children moving back to education from COVID-19
Impact Measurements	<ul style="list-style-type: none">• Abilities of children prior to intervention (TMR spreadsheet, evidence from teachers, work samples)• Initial and regular assessment and gathering of data to continually monitor progress• Tracking progress for every child

Capacity for improvement

School staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <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. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
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<p>Priority 1 : To improve</p> <p>Delivering Excellence – Increase practitioner confidence and skill to deliver high-quality learning experiences for all children which effectively incorporates assessment by staff and learners to maximise their successes and achievements</p>	<p>Data/evidence informing priority:</p> <p>From our SNSA results, CSN attainment trends and staff discussions</p>
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p><u>Literacy</u> Developing comprehension and writing strategies and embedding emergent literacy into the school where relevant.</p> <p><u>Numeracy</u> Training/discussions required on maths in order to ensure consistency throughout the school based on CSN and school SNSA results with a concentration on worded problems and a balanced maths curriculum</p>	All staff	June 2021	<p>Planning folders should evidence. Feedback from SMT. Informal staff discussions</p> <p>Tracking data and SNSA data</p>	

<p>Training /Up-skilling of staff in order to move from away from traditional groupings (in line with research) to ensure challenge for all.</p>			<p>Detailed progressions in place. Collegiate working and tracking discussions. Planning folders – documents</p>	
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Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <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. Improvement in children and young people’s health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children’s progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children’s progress 3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
<p>Priority 2 : To improve</p> <p>Partnership working to raise attainment – to develop and promote partnerships to support parents/carers to actively engage in their children’s learning, attainment and achievement.</p>	<p>Data/evidence informing priority:</p> <p>End of session parental questionnaires highlight the need for support in the following areas – Parental feedback, assessment and how to support learning at home Through sampling of jotters and in discussion with children</p>	

				End of session parental questionnaire indicates the need for more joint parent and child learning activities
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p>More relevant feedback to be delivered in a timely manner, Parents to understand how children are assessed and how they can support their child at home Staff to create an assessment leaflet and deliver a parental workshop on assessment and moderation Staff to ensure regular feedback given to parents through the usual communication channels</p> <p>Revisit all the AIFL techniques and develop appropriate strategies for children Staff training via cluster collegiate and then partnership working between teacher and child in order to improve understanding of where they are at in their learning.</p> <p>Each class to develop a parental workshop session Time to plan, deliver and evaluate</p>	All staff	June 2021	<p>Leaflet produced Workshop delivered Parental questionnaire</p> <p>Child discussions Jotter sampling</p> <p>All parents offered joint learning activity.</p>	

Action plan 3

National Improvement Framework Priorities	HGIOS and ELCC 1.1 Self-evaluation for self-improvement	Aberdeenshire Priorities:
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<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. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>
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<p>Priority 3 : To improve</p> <p>Developing leadership at all levels</p>	<p>Data/evidence informing priority:</p> <p>Previous standardised assessments indicate that children in general are not working to their full potential (Developed ability)</p> <p>Through collegiate discussions and national thinking more moderation needs to take place within and across schools</p> <p>New leadership across two schools</p>
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p>Children to be more confident learners</p> <p>Staff to engage and develop visible thinking strategies</p> <p>Teacher (Jodi Riley) to take lead on this. Authority training which she will then present to school staff (via 5 collegiate).</p> <p>Staff to be more confident in making assessment predications</p>	<p>All staff</p>	<p>June 2021</p>	<p>Attend and deliver training</p> <p>Learning observations</p> <p>Child discussions</p> <p>Parental Workshop</p> <p>Attend and deliver training</p>	

<p>Ian Cormack to take lead on this. Attend National training which he will then present to school staff and CSN colleagues</p> <p>Develop strategies for all staff to support each other as we move forward with joint leadership across two schools</p>			<p>Learning observations Child discussions Parental Workshop</p> <p>End of year school questionnaire feedback from parents supporting the continuation of the present leadership team.</p>	
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Action plan 4

<p><u>National Improvement Framework Priorities</u></p> <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. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
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<p>Priority 4 : To improve</p> <p>Improvement through self-evaluation – to develop a self-evaluation process across all schools using DYW as the medium, which will eventually cut across all areas of school</p>	<p>Data/evidence informing priority:</p> <p>Best Practice Staff confidence in Self-evaluation The need to have a clear understanding of what needs to be developed and using clear evidence to develop this The need to be clear about DYW across the school and the ability to track and develop the skills required.</p>
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<p>Key actions</p>	<p>By whom</p>	<p>When?</p>		<p>Progress</p>
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			How will we evaluate impact? (Measurements of success)	On Track
				Behind Schedule
				Not Achieved
<p>More confident staff in the self-evaluation process Better data to drive the school forward Clear self-evaluation process that is well planned and rigorous. Continuation of self-improving schools with support of the Local Authority Deeper engagement with HGIOS 4 More developed staff meetings that focus on self-evaluation for improvement A focus on DYW Introduce a DYW scheme of work Produce an evaluative and monitoring process of the skills required using national good practice models</p>	<p>All staff</p>	<p>June 2021</p>	<p>A clear plan Clearer data tracking and evidence gathering Each staff session to begin with evidencing a challenge question DYW embedded into practice and staff to take on the leadership of this.</p>	