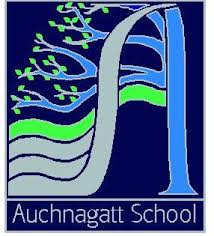
 **Education and Children’s Services**

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

**FOR**

**Auchnagatt School**

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**LAST UPDATED: September 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)

HGIOS?4 -[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   * Our vision for Auchnagatt School is a secure, happy place to learn where everyone is encouraged to take pride in themselves, those around them and their work and where everyone’s efforts are valued and celebrated. * Today’s children face a constantly changing world. At Auchnagatt we work together to build on their personal skills, interests, talents and strengths to develop the skills needed for today and meet the challenges of tomorrow.   Values  Show respect for yourself and others  Have the confidence to tackle new challenges  Be friendly and welcoming  Encourage a healthy, active lifestyle  Aims  Through the implementation of our school aims, children will be encouraged to develop the Four Capacities of A Curriculum for Excellence.  Successful Learners   * + To provide a broad, balanced curriculum which both challenges and motivates pupils.   + To provide a range of teaching and learning experiences which promotes enjoyment, allows children to share their talents and achieve their potential.   + To celebrate success in a variety of ways.   Confident Individuals   * To encourage pupils to respect themselves, others and their environment. * To develop resilience and perseverance and the confidence to tackle new situations. * Ensure everyone is included.   Responsible Citizens   * Support our pupils in making positive, informed choices. * To develop awareness of themselves, the world around them and the impact their choices and decisions have. * To foster partnerships with parents and the wider community   Effective Contributors   * To give pupils the skills to communicate effectively in different situations * To encourage and develop teamwork skills * To provide leadership opportunities * Analysis of the SIMD data shows that no child at Auchnagatt Primary School lives in an area of deprivation (deciles 1 and 2); the majority of children are in decile 8. Although Auchnagatt 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. We use a variety of assessments and professional judgements to target pupils who may require support or challenge. * PEF will be used to target early literacy and numeracy across the school with both cluster and school plans in place. * Strengths of the school include: * There is a very positive whole school ethos built up through whole school themed weeks where pupils work in mixed stage collaborative groups, aerobics where children are given the opportunity to lead in groups, assemblies, weekly clubs and groups. * There is a strong team ethos across the school with all staff working together to ensure the academic and social and emotional needs of the pupils are met. * Whole school themed weeks allow children to extend and share their learning in mixed collaborative groups, this also builds strong links across age groups. * The school works in partnership with a variety of other agencies as well as external visits and visitors to enhance the curriculum and ensure the needs of all children are well catered for. * The school is well supported by the School Council, parents and other volunteers who help to extend and enhance the opportunities available to pupils through helping in class, clubs, trips etc. * Staff are highly motivated and committed to CLPL to enhance their own practice and maximise impact for learners. |

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 vision, values and aims were created 4 years ago in consultation with the whole school community, these have been embedded into our school and class charters linking to the UNCRC which are refreshed annually by staff and pupils and shared with parents who are invited to comment. * All staff are committed to the school and making improvements for learners * All staff take on leadership roles both within their classroom and across the school. * All staff are involved in improvement planning and evaluation through both formal and informal self-evaluations. * All staff take part in professional development at school, cluster and authority level. * PiPS, InCAS and GL assessments used to confirm staff judgements, results analysed by CT and HT and changes made to support pupil learning as appropriate. * Engagement with all stakeholders through improved evaluation opportunities – 2 \* and a wish format for new reporting format, improved approaches to reporting, open mornings, curricular evening * Pupils confidently using 2 \* and a wish to evaluate their own learning and the work of others. Pupils take on leadership roles through Buddies scheme and clubs and groups leading improvements and activities across the school   Key strengths:   * All staff take on leadership roles both within their classroom and across the wider school * There is a strong team spirit among staff and volunteers from the parent body and wider community * All staff take part in ongoing CLPL at school, cluster and authority level, sharing their learning with others to improve outcomes for all pupils   Identified priorities for improvement: (See Action Plans at end of this document)   * Use of HGIOS 4 Challenge questions as a school with moderation across the cluster to provide more systematic, focused reflection and stimulate improvements for learners. * Engage with the new SNSAs, along with existing assessment approaches and data, to inform planning and target support and challenge * Target early literacy skills and numeracy across all stages to ensure all pupils have basic skills embedded in order to make progress in all areas of their learning * Further embed digital learning and technologies across the curriculum * Develop our HWB programme of work to ensure pupils experience a comprehensive programme of experiences form P1 – P7 which builds on prior learning |

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| 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 – individual staff keep their own PRD records * Monitoring of classroom practice by HT * School Improvement Plan and progress checks * Feedback from parent council discussions * Parent evaluations – Community Café Open Mornings, jotter feedback, curricular evening feedback, parent questionnaire   Overall evaluation of level of quality:   * School improvement focuses on improving experiences and outcomes for all pupils * The selection of school improvement priorities is made taking in to account the local capacity to accommodate change * 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 CPL and continually reflect on and develop practice to ensure best possible outcome for all learners * Staff have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues, pupils and parents. * Overall, the changes pursued by the school are having a positive impact on young people   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:   * A Curriculum rationale and design has been developed and shared with parents. * Staff worked together to refresh our curriculum through bundling of Es and Os this is being used thorough out the school * Staff work together to evaluate the curriculum and make adjustments as necessary using professional judgement, knowledge of the pupils and assessment data. * Aberdeenshire Frameworks have been introduced and used to inform planning and identify next steps in learning, thus ensuring progression for all our young learners. There is however a need to further revise and redesign aspects of the curriculum. * We strive to ensure Auchnagatt is a secure, happy place to learn where everyone is encouraged to take pride in themselves, those around them and their work and where everyone’s efforts are valued and celebrated. * All staff show a high level of commitment to the development and wellbeing of learners as individuals * As a staff team we work hard to engage children in their learning by using a variety of teaching methods to suit different learning styles, pupils are aware of the different learning styles through our annual Learning to Learn week at the start of each session and this is built on throughout the session. * Professional judgement and assessment data is used to inform planning and next steps in target setting. * Our revised and updated reporting calendar encourages positive engagement with parents and supports them to take an active role in their child’s learning.   Key strengths:   * All staff work together as a team with the needs of the pupils at the heart of everything we do. * Use of data to inform next steps/deployment of resources. * Flexible approach to planning dependant on the needs of the pupils but still adhering to CfE principles and guidelines * Children’s achievements shared and celebrated, the development of our Achievement Wall has proved very popular with pupils and parents   Identified priorities for improvement: (See Action Plans at end of this document)   * Continue to extend the use of digital technologies. * Further involve pupils in the bigger decision making process - creating and evaluating the school improvement plan. * Continue to develop strategies for giving feedback to ensure that feedback supports future learning and that it includes the children’s voice * Continue to improve the moderation process. * Continue to recognise out of school achievements and how these develop knowledge and skills. |

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| Evaluation of QI 2.3 - Learning, Teaching and Assessment:  Sources of evidence/evaluation activities undertaken:   * Monitoring of classroom practice and planning * Attainment data – discussed with CT and HT and used, along with professional judgements, to inform next steps * Tracking of attainment and achievement * Positive parent comments on school and class charters * Positive comments from parents on community café and open sessions * Parental and wider community support and engagement in the life of the school.   Overall evaluation of level of quality:   * Children’s rights are at the centre of what we do, starting the year with the creation of our whole school and class charters during Learning to Learn week, which we build on throughout the year. * Children are engaged and motivated learners. * The purpose of learning is clear and pupil choice is also sought after and responded to. * Pupils contribute to the life of the school through lesson planning, Pupil Council and Rights Respecting Schools decisions as well as through sharing their talents and interests. * Blooms is used to support high level questioning. * Assessments are varied and allow children to demonstrate their understanding and skills etc in a cross curricular manner. * The school uses outdoor learning opportunities and works closely with the community where it is situated. * Pupils are supported and challenged through targeted PSA/ASL support. * Lessons are creative and engaging for all learners. * Staff share successes and CLPL to develop good practices as a whole school. * High expectations of all learners. * Curriculum Frameworks and Benchmarks are now widely used for planning and progression through CfE Experiences and Outcomes and Significant Aspects of Learning * Tailored learning programmes have been developed to support individual pupils.   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:   * Curriculum Rationale and Design linked to school vision * Bundling of Es & Os for Rich Skills work as well as whole school, annual and regular activities * Aberdeenshire Frameworks beginning to be used as planning tools in Literacy and Maths, reference tool for other subjects * Staff using number talks and beginning to use fluid groupings in maths and numeracy – further training required * Numeracy Ambassador identified, training and development work carried out and shared at Cluster as well as school level * Active Literacy approaches used throughout the school * Cluster Skills Progression worked on by all staff * 1 + 2 Languages Ambassador identified, all staff attended French upskilling training. French now becoming embedded in daily routines * All staff received training in digital literacy and the use of digital technologies – Barefoot Workshop as well as Digital Technologies Team * PiPs, InCAS and GL Assessments used, results analysed by HT and CTs with changes made to support or challenge individuals or groups as necessary * CfE tracking analysed by HT and CT with changes made as appropriate   Key strengths:   * All pupils making good progress in their learning at their level. * Pupils actively engaged in their learning, including review and next steps. * Variety of teaching approaches to support all learners. * All pupils given the opportunity to experience success in a variety of situations, success is recognised and celebrated.   Identified priorities for improvement: (See Action Plans at end of this document)   * PEF used to target Early Intervention and numeracy – cluster and school developments * GIRFEC Developments – dyslexia, chronologies and annual child protection update * Development of improved HWB programme, in particular the sexual health and relationships programme |

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| Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:  Sources of evidence/evaluation activities undertaken:   * Positive school ethos * Variety of questionnaires carried out over the course of the session * Parent Carer Survey * Pupil’s engagement in and enthusiasm for their leaning. * All pupils making appropriate progress at their level – tracking of attainment. * Targeted support for pupils not achieving the expected level and for those who are higher achievers.   Overall evaluation of level of quality:   * Annual Child Protection update for all staff * Chronologies updated and reviewed * Dyslexia Champions identified and dyslexia noticeboard and “library” established, both classes introduced to WOW boxes * All staff attended training on ADHD provided by Colin Foley, ADHD Foundation * All staff work well as a team, sharing information and finding solutions to support all pupils in their learning and health and wellbeing * School and class charters developed during Learning to Learn Week and grounded in the UNCRC * Charter and children’s rights referred to regularly – whole school targets * Positive relationships across the school built up, promoted and developed through buddy system, co-operative groups and clubs and groups * All pupils involved in the wider life of the school through Clubs and groups as well as collaborative weeks and aerobics * Pupil’s prior learning and interested taken into account when planning IDL   Level of quality for this QI: 5 – Very Good  Evaluation of QI 3.2 - Raising Attainment and Achievement:  Sources of evidence/evaluation activities undertaken:   * Pupil progress through CfE levels is regularly tracked and monitored, pupils achieving below expected levels are targeted for support, higher achievers are also targeted to ensure they continue to be stretched to reach their potential. * Pupils set termly targets which are reviewed. * Pupils regularly discuss their learning with peers and staff, pupils are beginning to use the profiling format in One Note in GLOW to record their achievements and reflect on their learning. P5 and 6 pupils have been trained in using the One Note Profile and are supporting others to complete this, we are however finding this challenging due to ongoing ICT issues. * All children are given opportunities for achievement, success and responsibility across the curriculum, both within and out with the classroom eg. Clubs, whole school themed weeks, aerobics, buddies, assembly etc. * An Achievement Wall has been developed this session where pupil’s out of school achievements are displayed, this has proved popular with both pupils and parents * Parental questionnaires linked to our improved approaches to reporting to parents and very positive responses from parent/cares survey * An audit of wider achievements has taken place to ensure we have accurate information and can target pupils appropriately   Overall evaluation of level of quality:   * Pupils making good progress in their learning. * Pupils actively engaged in their learning, including review and next steps. * Variety of teaching approaches to support all learners. * All pupils given the opportunity to experience success in a variety of situations, success is recognised and celebrated. * French teaching is becoming embedded across the school, a very successful French Curricular Evening, led by pupils, was held in February * One member of staff is on the Authority Numeracy Group and has taken part in development and training in this area, this has led to improved approaches to teaching numeracy and mathematics in the early years with this beginning to be incorporated in the upper stages   Level of quality for this QI: 4 Good |

ACTION PLANS: In relation to the priorities listed above from all three areas the following action plans have been confirmed:

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|  | How good is our leadership & approach to improvement? | | |  | | How good is the quality of care and education we offer? |  | | How good are we at improving outcomes for all our learners? |
| Action Plan: 1 | | | PUPIL EQUITY FUND: EARLY YEARS PROJECT | | | | | | |
| Actions/Roles/Timings | | | | Expected Outcomes/Impact on learners | | | How will success be measured? | | |
| 1.  TALKBOOST – PSA and P1 teachers in all schools to receive training from Talkboost in how to deliver a 10 week literacy initiative targeting pupils who have language development delay / weaker communication skills  PSA to complete an online tracker – traffic lighting (to measure progress for pupils) | | | | | * Staff trained to deliver a specific literacy intervention (10 weeks) * Targeted children will all develop oral skills/vocabulary and develop crucial skills in speaking and listening. | | | * On-line tracking tool will create colour coded graphs to show whether pupils are working at/ below/ above expected levels for their age and the level of support required in different areas within literacy * On-line tool will clearly show the areas where gains have been made (end of 10 week block) compared to initial scores. | |
| 2. HIGHLAND LITERACY  Cluster ambassadors to cascade learning to P1 teacher group through cluster collegiate meetings | | | | | Developing emerging literacy P1  Improve teachers confidence in identifying areas of needs (Literacy/Communication)  Introduce interventions to address the above | | | Improved literacy skills (targeted children)  Teacher evaluations in planning | |
| 3. FAMILY LEARNING  Through Boxall screening process, identify children who are at risk of ‘missing out’ owing to a lack of family engagement  School staff will be supported by partners to direct parents/carers to access support/resources  Early Intervention Learning Packs refreshed to include more updated and appealing resources | | | | | Parents indicate they have been given specific advice and support to help them engage with their child’s learning.  Parents more aware of and engaged in their child’s learning.  Greater liaison with staff from partner agencies  Pupils more engaged with the activities in the packs | | | Boxall (re-administer) to measure successes for targeted individuals  Parents are more involved in aspects of their children’s learning  Identified children are better prepared to learn  Evidence of pupil work. parental feedback | |
| Evidence of progress/comments/identified next steps: | | | | | | | | | |
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|  | How good is our leadership & approach to improvement? | | |  | How good is the quality of care and education we offer? | |  | How good are we at improving outcomes for all our learners? |
| Action Plan: 2 | | | PUPIL EQUITY FUND: NUMERACY PROJECT | | | | | |
| Actions/Roles/Timings | | | | | | Expected Outcomes/Impact on learners | How will success be measured? | |
| Identification of 0.4 fte PT from Primary or Secondary working across both sectors to facilitate:   1. Numeracy data for all pupils to be collated (INCAS/MidYis) 2. Numeracy data for all FSM to be separately identified 3. Data for entire cohort v FSM cohort to be compared for potential anomalies / patterns 4. As required/appropriate, enhanced mentoring programme for FSM pupils to be carried out supported by primary/secondary staff 5. Raise profile of Numeracy through twilights terms 1/2 session 17/18 and follow up slot at February Inset. 6. Sourcing of appropriate Professional Learning for staff 7. Evidence of existing strong performance across to be sourced / shared (Westhill? / East Renfrewshire?) 8. Liaise with Numeracy Champions / Aberdeenshire Numeracy Team led by Ian Bell (QIM) (Contact Yvonne O’Neill, DHT Ellon Primary) 9. Liaise with staff delivering Numeracy in Primary for context 10. Early intervention / promotion of Numeracy skills / shared strategic approach to skills delivery across all Cluster schools 11. Planned programme of parental engagement to be coordinated (Parents Numeracy event to be planned) 12. Numeracy cluster event (possible ideas included: Inter-primary maths competition / fun evening show casing numeracy skills e.g. Countdown) 13. Ensure all interventions linked coherently to Numeracy Benchmarks / Frameworks 14. Policy statement for future development to be compiled in draft form by end of June 2018   Develop maths packs to support parents and pupils in their home learning | | | | | | 1. Increased confidence in numeracy skills. 2. Increased staff confidence in teaching numeracy and maths. 3. Cohesive approaches to learning across the cluster, including transitions. 4. Parental engagement raised 5. Staff using frameworks and benchmarks to plan and monitor progress | National Assessment Scores are raised over the course of several years  Parental survey | |
| Evidence of progress/comments/identified next steps: | | | | | | | | |
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| ✓ | How good is our leadership & approach to improvement? | | | ✓ | How good is the quality of care and education we offer? | ✓ | How good are we at improving outcomes for all our learners? |
| Action Plan: 3 | | | Self-Evaluation using HGIOS 4 | | | | |
| Actions/Roles/Timings | | | | Expected Outcomes/Impact on learners | | How will success be measured? | |
| * School level self-evaluation to be carried out in conjunction with cluster schools to allow all to look ‘inwards, outwards and forwards ’ * Timetabled blocks over the session allow for ALL QI’s to be addressed over the session and over a three year cycle all challenge questions will be reflected upon. Opportunities for pupil and parental feedback can be built in to match the areas being evaluated. * Results and developments can be discussed and shared at school and cluster level to enhance the quality of provision and to allow for improved reflection. * As the S-E takes place through the session the SQUIP document can be updated to reflect the results and to make it a more ‘working document.’ | | | | * Opportunities within school and across cluster for deeper reflection and effective engagement with HGIOS4 * Feedback sought from all stakeholders so that the self-evaluation reflects the views of all interested parties within the school. * Collegiate working across the cluster will allow opportunities for sharing good practice and developing self-evaluation within individual schools. Use of the challenge questions and features of good practice will ensure staff focus on the key aspects of each QI. * The SQUIP document will be updated through the session and will become a more reflective and responsive tool in terms of the developments taking place within schools. | | * Feedback from cluster staff regarding the self-evaluation process. * Feedback from pupils and parents regarding the self-evaluation process. * The SQUIP document will be reviewed and updated regularly through the session meaning it becomes a more relevant document for staff and stakeholders. Feedback from stakeholders will be sought on the process at the end of the session to allow for any changes to be implemented in the following session. * Staff are more engaged in the self-evaluation process and are more aware of their role in the process of whole school self-evaluation. Feedback in the review process of the SQUIP document will reflect this. Staff views will be sought regarding this. | |
| Evidence of progress/comments/identified next steps: | | | | | | | |
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| ✓ | How good is our leadership & approach to improvement? | | | ✓ | How good is the quality of care and education we offer? | ✓ | How good are we at improving outcomes for all our learners? |
| Action Plan: 4 | | | GIRFEC: Dyslexia/Pastoral Notes / Child Protection / Chronologies/ | | | | |
| Actions/Roles/Timings | | | | Expected Outcomes/Impact on learners | | How will success be measured? | |
| Dyslexia:   * In-service Day November 2017 – Teachers/PSAs * ‘Addressing Dyslexia Toolkit’ training on ALDO * Allow children with ‘dyslexic tendencies’ to have continued access to the ‘WOW’ boxes in session 17/18 * Accessing support from Irene Taylor for identified pupils where required and to support staff development. * Use of technology to support dyslexia friendly classrooms (ASPECTS)   Child protection:   * Annual update of Child Protection protocols on In-service Day 1.   Pastoral Notes / Chronologies:   * Staff trained to access SEEMIS and the Pastoral Notes unit. | | | | Dyslexia   * Improved skills in screening for an identification of dyslexia. * Improved confidence in using the ‘Dyslexia Toolkit;’ suite of approaches to support pupils. (Staff meetings for training.) * Early identification of dyslexic tendencies and utilisation of appropriate resources to meet their needs. (WOW Boxes) * The identified ‘Dyslexia Champions’ will continue to meet with Irene Taylor and promote this in school. * Input at a cluster collegiate from ASPECTS staff to highlight technologies to support all and resources available on GLOW.   Child Protection:   * Increased staff awareness of current child protection guidelines and procedures.   Pastoral Notes:   * Staff have knowledge to maintain chronologies | | Dyslexia:   * Teacher confidence increased in meeting the needs of children with dyslexic tendencies. * Staff use a wider range of pupil friendly applications to support all pupils in the class.       Child Protection   * Increased staff confidence and knowledge of what to do in the event of any concerns.     Pastoral Notes:   * Chronologies are completed in SEEMIS by all staff. * Concerns are shared and discussed with SLT when necessary. | |
| Evidence of progress/comments/identified next steps: | | | | | | | |
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|  | How good is our leadership & approach to improvement? | | |  | How good is the quality of care and education we offer? |  | How good are we at improving outcomes for all our learners? |
| Action Plan: 5 | | | Raising Attainment and Achievement, Assessment and Moderation | | | | |
| Actions/Roles/Timings | | | | Expected Outcomes/Impact on learners | | How will success be measured? | |
| * To improve pupil experiences at all levels throughout primary. * To ensure all cluster school staff have a shared understanding and agreement of benchmarks * To use statistical data to inform pupil need * Increased staff confidence in assessment * Review sharing learners’ progress and achievement to parents/carers. * Increased parental involvement in their children’s learning. * An increased understanding for parents of their child(ren)’s progress and achievement. | | | | * Planned programme of assessment using SNSA and InCAS at different stages over the session. * Analyse and moderate assessment results at school and cluster level. * Use the analysis of the attainment information to improve programmes of work for pupils, identify support needs to raise attainment * Work as a cluster on assessment and moderation activities * Continue to use profiling, use this to share learning across the school, in particular reporting to parents in the Early Years. | | * Increased teacher confidence in monitoring impact in classroom practice. * Attainment data and analysis * Classroom tracking and monitoring / QA processes * Stakeholders feedback/evaluations/ questionnaires * Evaluate and review progress throughout the year. (including parents and pupils) * Audit parents/carers to gather views and proposals. | |
| Evidence of progress/comments/identified next steps: | | | | | | | |
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|  | How good is our leadership & approach to improvement? | | |  | How good is the quality of care and education we offer? |  | How good are we at improving outcomes for all our learners? |
| Action Plan: 6 | | | Curriculum Design: Bundling, Rationale, Programmes of Work | | | | |
| Actions/Roles/Timings | | | | Expected Outcomes/Impact on learners | | How will success be measured? | |
| Revisit the curriculum structure to increase pace and challenge and reflect the life and context of the village through identified progressions.   * Simplify the Banff Planners for Literacy, Numeracy and Health & Wellbeing * Develop the Banff Planner to incorporate assessment opportunities and to act as a record of work. * Develop the St. Ninians planners to group Es and Os according to year group for all other subjects. * Consult with all stakeholders regarding the context for the unique features of the school community to be reflected in the curriculum. * Colour code the Es and Os for the following categories: Ethos Es and Os that do not need to be taught, non-negotiable Es and Os that must be taught, progression Es and Os based on the agreed unique community features including Outdoor Learning, digital skills and DYW * Add real-life assessment opportunities. * Work collegiately to share good practice and reduce work load but take care to colour code according to individual contexts. | | | | * Improved pace and challenge * Greater relevance to the life of the child * Simpler process of record keep, reducing bureaucracy * Inbuilt assessment creating one document for all aspects. * Learners can transfer skills into real-life contexts and understand how this relates to the world of work. * The school will have an improved shared understanding of IDL. | | * Context for learning will reflect the life and context of the school. * Contexts for learning will be shorter and cover Es and Os at an increased pace. * Literacy, Numeracy, Health and Well-Being processes with be simpler. * Positive impact on attainment. * Target setting with pupils will have greater clarity and relevance. * Shared collegiate approach to curriculum design. * Collegiate group able to reflect and adapt the curriculum based on the impact on learners. | |
| Evidence of progress/comments/identified next steps: | | | | | | | |
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|  | How good is our leadership & approach to improvement? | | |  | How good is the quality of care and education we offer? |  | How good are we at improving outcomes for all our learners? |
| Action Plan: 7 | | | Digital Learning / Technologies | | | | |
| Actions/Roles/Timings | | | | Expected Outcomes/Impact on learners | | How will success be measured? | |
| 1. Engage with Education Scotland Technology Guidelines 2. Engage with Aberdeenshire Technology Frameworks 3. Embed digital technologies across learning and teaching at all stages 4. Develop digital learning policy and weekly plans reflects use of technologies 5. Have appropriate ICT resources, including hardware, software and infrastructure to support learning environments 6. Use of aspects on glow to support learning (dyslexia) 7. Enhanced parental engagement in using technologies to share the learning (facebook?) | | | | Schools will integrate digital technology across the curriculum.  Staff will demonstrate a clear understanding of how digital technology can be used to improve learning.  Enhanced parental engagement in using technologies to share the learning (facebook?) | | Self-evaluation - beginning of year  Focus group discussion (staff, parents, pupils)  (Term 1 and 4) | |
| Evidence of progress/comments/identified next steps: | | | | | | | |
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|  | How good is our leadership & approach to improvement? | | |  | How good is the quality of care and education we offer? |  | How good are we at improving outcomes for all our learners? |
| Action Plan: 8 | | | HWB: Sexual Health & Relationships | | | | |
| Actions/Roles/Timings | | | | Expected Outcomes/Impact on learners | | How will success be measured? | |
| 1. Build Links with Amy Clark in her role as Curriculum Development Officer for HWB. 2. Look at what is available on SCARF, as well as in other places (Term 1) 3. Identify a preferred scheme or schemes. (Term 2) 4. Trial Scheme in a school including parents’ meeting. (Term 3) 5. Cluster Parents’ Evening followed by roll out and evaluation; (Term 4) | | | | 1. New cohesive and comprehensive program running from P1 to P7, one following on from the other. 2. Generic form in New Pupil Starter Pack giving parental permission from P1 to P7 | | 1. New program in place and all pupils taking part, and all teachers trained and comfortable. | |
| **Evidence of progress/comments/identified next steps:** | | | | | | | |
| **Date: Oct 17**  **Date: Dec 17**  **Date: Feb 18**  **Date: June 18** | | **Programs considered**  **Preferred scheme and trial school identified**  **Trial complete and presentation for teachers and parents ready for In-service.**  **Collation of evaluation and identification of next steps** | | | | | |

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| 5. What is our capacity for improvement?   * The overall capacity for improvement at Auchnagatt 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  - A high quality programme of professional learning and self-evaluation that supports all staff and leads to improvements for learners  - Productive partnerships with parents, other schools in our cluster and services and a range of contacts in the local community  - Positive feedback about the school from parents that gives confidence in what we do   * Aspects that could impact adversely on the capacity for further improvement include:   - Two new probationers joining our staff this session who will need time to develop their own classroom management and familiarise themselves with our local setting and the curriculum  - Unreliable internet / connectivity issues  - 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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