

SCHOOL IMPROVEMENT REPORT AND PLAN

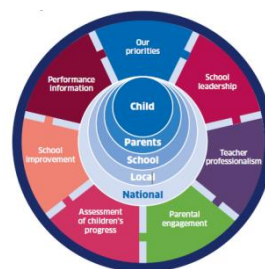
SESSION 2019/20

PART ONE – Standards and Quality Report

School: New Machar School

Head Teacher: Brian Carle

Date submitted: June 2019



Context of the school:

New Machar School is situated in the village of Newmachar, 10 miles from Aberdeen city centre and 5 miles from Dyce. The school is non-denominational and has a current role of 360 P1-P7 pupils and 75 pupils in our Early Learning and Childcare Centre, most of whom live in deciles 8 or 9 using the Scottish Index of Multiple Deprivation data. The catchment area is the village of Newmachar and the surrounding rural area. Several pupils out with the catchment area also attend the school. On leaving New Machar School, nearly all pupils transfer to Dyce Academy, an Aberdeen City school. Some pupils transfer to Meldrum Academy. The school building has 15 teaching areas available. Recent additions have included a Nurture Room, Sensory Room and a Medical Room. New Machar School currently has 14 classes, however this will be increasing to 15 in the 2019/2020 session. The Senior Leadership Team consists of a Head Teacher and two Depute Head Teachers.

Community links are a valued part of school life and the children make good use of the environment as part of their curriculum. An After-School club runs during the week and school holidays, the school is also used for a variety of evening activities.

The school has a very supportive Parent Council which encourages involvement of parents in the life and work of the school. Similarly, we have an established Pupil Leadership Team, where pupils are involved in the work of the school and its improvement using "wee HGIIOUS".

The Overall Strengths of our School

- New Machar School is an extremely nurturing school – all pupils are looked at as individuals and programmes of support are put in place to ensure the best possible learning opportunities are provided.
- Our school has an excellent means of communication with our parent community. Regular opportunities are provided to parents/carers to have their say on the development of the school and all views and opinions are listened to.
- Our Early Years Education offers a play based curriculum and is moving towards an ethos of free flow within our P1 setting. The approach used by our Early Years Staff is robust and allows for children to use their imagination and play related skills to develop their learning journey.
- The Senior Leadership Team is pro-active in their approach and supports all staff with the implementation of new initiatives to move the school forward in a positive direction. Planning formats are reviewed regularly, PRDs are held annually and staff and staff are encouraged to lead individual projects throughout the school to improve their leadership skills.
- The Senior Leadership Team used data/teacher judgement to inform next steps as well as identify trends/patterns across the school.
- Pupil support is based on the live need of the pupils and is reviewed termly during attainment meetings. Impact is measured and plans are put in place to ensure high quality support is delivered in a both an individual and universal manner.
- Pupil groups have been consistent and are beginning to make an impact on the ethos of the school. This allows for a strong pupil voice in improving the school.

School Vision, Values and Aims

The School and its context

New Machar School's Vision and Values communicate our philosophy and beliefs for New Machar School Community.

Our School Vision:

“Our Vision is to provide the highest quality educational experiences in a happy, safe and stimulating environment where learners are supported and challenged in order to maximise their potential. We want to equip our learners with the knowledge, skills and attributes to enable them to be the best they can be.”

Our School Motto:

#aimtobeawesome

Our school values:

Commitment and Cooperation

Respect and Responsibility

Achievement and Ambition

Friendship and Fairness

Teamwork and Trust

As part of the on-going evaluation at New Machar School and due to a complete change in the Leadership team, reviewing our Vision/Values/Aims will be a priority for New Machar School next session, to ensure its relevance within the community.

Q1 1.3

Leadership of change

Themes

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

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school? **FOCUS ON IMPROVEMENTS FROM LAST YEAR'S IMPROVEMENT PLAN.**

- We have a shared, vision, aims and values which involved all stakeholders of the school.
- We have developed staff working groups to focus on identified areas within our curriculum – providing opportunities for better learning experiences.
- We have developed a robust PRD calendar, promoting critical reflections amongst the staff at New Machar.
- Using teacher judgements on pupil progress, as well as SNSA results/ACEL reports and assessments we have been able to focus on patterns/trends in order to better support individual learners/groups of children.
- SLT work carefully to consider how best to take priorities forward, considering all stakeholders.
- SLT actively seek feedback from all stakeholders to take priorities and improvements forward.
- Recent increased staff confidence in using a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge.
- Staff are actively involved in improvement planning & school development work. Staff regularly audit the school to inform next steps for improvement. All staff members are involved in the evaluation of progress and the identification of future priorities.
- All collegiate activities are based upon working towards the outcomes on the school's improvement plan and provide a focus for regular reflection and discussion on progress made.
- A range of approaches are used to gather views and ideas in order to further improve the school. (Computer based questionnaires, carousel discussions, team meetings, individual meetings)
- Staff understand the value of self-evaluation and improvement planning.
- Attainment Meetings give teaching staff an opportunity to discuss improvements/next steps.
- Planning formats encourage regular self-evaluation.
- Peer monitoring is encouraged and timetabled to further improve quality teaching and learning. Some class teachers are very reflective practitioners.
- CLPD opportunities are offered to staff – often led by SLT.
- Pupils, parents and staff are consulted and actively involved in evaluating the school. (Examples include – electronic questionnaires, pupil/parent voice)

Question 2

How do we know? What evidence do we have of positive impact on our learners? **MAKE BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION.**

- Continued identification of children requiring targeted support and interventions in place, measured and evaluated.
- Critical analysis of attainment and achievement data.
- Looking at what is working well in P1 and thread this through future developments.
- SLT have a clearer idea of specific areas within the curriculum that requires support following QA visits, staff/pupil/parent audits.
- PLT group survey results, children feel more engaged with their learning and are having a greater impact on their say.
- ACEL data – identifies areas of literacy/numeracy that require improvement within the P1, P4, P7 stages. Focus on stages in between.
- Staff less reluctant to use to data to inform professional judgement – increased engagement with this will have a positive impact on planning/self evaluation which in turn will allow for better learning experiences for our learners.

Question 3

What could we do now? What actions would move us forward?

- Revisit the vision, values and aims to ensure they are meaningful to the ethos of our school and community we live in.
- Promote distributed leadership across the school by providing more CLPL opportunities for staff.
- Further develop the use of our tracking/monitoring tool
- Continue to support teachers in the administering of SNSA's.
- Continue to develop robust approaches to quality assurance –
- Engage with the draft version of the Validated Self Evaluation model as part of our school trio link.
- Monitor our tracking of wider achievement and the impact it is having on individual learners. Link to Skills for Life project and DYW work which is currently being evaluated.
- Continue to upskill staff on interrogation of assessment results to inform planning of targeted support/pace & challenge.
- Staff engage in moderation exercises with cluster schools in order to share practice and developed a shared understanding of progression in Literacy and numeracy.

What is your current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale?

Good

Q1 2.3

Learning, teaching and assessment

Themes

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

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school? **FOCUS ON IMPROVEMENTS FROM LAST YEAR'S IMPROVEMENT PLAN.**

- There are positive, respectful relationships in evidence across all areas of the school
- The school is continuing to work on sharing the purpose of learning with pupils and the majority of pupils know what to do in order to be successful. This is especially evident in writing and numeracy tasks.
- All staff plan appropriately in order to meet needs and the Aberdeenshire frameworks and Education Scotland Benchmarks are used to plan effectively.
- Some pupils contribute to the wider life of the school and its community.
- Questioning and higher order skills are promoted.
- Aberdeenshire Frameworks/Benchmarks are being used to support Assessment opportunities.
- There are opportunities for some pupils to make choices in how and when they carry out their learning.
- Participation in Eco Schools Award as well as a range of school based focussed activities ensures that pupils are developing the skill for life learning and work
- The use of "Good to be Green", linked to the revised school vision and values, has had a very positive impact on the school ethos.
- Overall, our learners are successful and confident resulting from the many opportunities and responsibilities e.g. Pupil Leadership Team, Eco Work, Health Group, ICT Group, Coding Club and Play Leaders
- Shared responsibility of child protection reporting and procedures across the school with annual training updates to support this.
- Investment of time to support pupils with targeted needs i.e. emotional, social, behavioral
- Range of external speakers and workshops provided in school to enhance the curriculum and ensure many opportunities for development of life skills. (World of work week)
- Greater opportunities for teachers to plan in stages – additional time out of class/built in departmental meetings are currently present.

Question 2

How do we know? What evidence do we have of positive impact on our learners? **MAKE BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION.**

- Results from Curriculum Rationale survey suggest pupils enjoy what they learn and can make links to why they are learning particular skills in class.
- Almost all parents understand the curriculum and find what their child learns relevant to the skills required for.
- 73% of parents believe there is a wide variety of learning opportunities at NM School.
- 60% of parents understand what our school is trying to achieve through our curriculum.
- More consistent approach to ensure coverage of Es and Os through the use of effective planning
- Regular attainment meetings ensure most pupils are receiving appropriate support and challenge.
- Ongoing tracking meetings allow for increased professional discussion regarding progress and achievement.
- Increased opportunities for staff to be a critical friend has enabled examples of good practices being used in more classes.
- Almost all staff willing to listen to feedback and advice to improve the quality of teaching in class.
- Increased pupil participation in pupil groups – following through on meetings/actions have ensured groups are making a difference to the ethos of the school.
- Flexibility in planning has allowed teachers to be directed by pupil interest/enquiry.
- Regular QA from SLT has ensured a consistent approach to planning and assessment – built in collegiate time focusing on tracking/monitoring tools have increased staff knowledge on expectations throughout the school.
- Participation in QUAMSO/Tapestry training has supported staff in the development of feedback and assessment.

Question 3

What could we do now? What actions would move us forward? **POTENTIAL IMPROVEMENT PRIORITIES HIGHLIGHTED IN THIS AREA – SIP PRIORITIES SELECTED FROM THESE.**

- Learning and teaching in all classes needs to be underpinned by the school's vision, values and aims. A review of the Vision, Value and Aims will seek clarity and allow teachers to plan accordingly.
- Increase STEM opportunities linked to the DYW skills for life long learning.
- Increase CLPL opportunities for staff to inspire creative teaching.
- Revisit our curriculum rationale to ensure all stakeholders understand what we are trying to achieve through our curriculum.
- Digital technology needs to be used more effectively to support learning. The increased used of Google Classroom/Chromebooks will be encouraged to engage most learners with their core

learning. We will introduce the use of SeeSaw to ensure success is celebrated with pupils, parents and staff.

- Technology should be used across the school in all classes on a weekly basis to enhance learning opportunities. Creating a framework to support class teachers as well as providing in house training on different digital technologies will support this area.
- Continue to promote pupil groups and facilitate greater extra curricular opportunities for pupils by making links with the Axis Centre, Active Schools and Junior Rock Challenge (J Rock).
- Revise IDL planning formats to ensure progression within levels is evident across the school. Promote whole school contexts, local to our area and environment to make learning relevant for all of our pupils.
- Continue to develop a robust QA calendar in order to support all teachers in their learning and teaching.
- Emphasis the importance of creativity within the class – use examples of good practice from other settings, set up a teacher exchange within “Trios” to allow teachers to visit other establishments to support the learning and teaching in their own class.
- Strengthen links with local businesses, partnerships to create a unique curriculum for the environment we live in. (Newmachar Gold Club, Axis Centre, Bowling Club, Football links)

What is your current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale?

Satisfactory

QI 3.1

Ensuring wellbeing, equality and inclusion

Themes

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school? **FOCUS ON IMPROVEMENTS FROM LAST YEAR'S IMPROVEMENT PLAN.**

- Everyone in our learning community is treated fairly and with respect and we place importance on fostering positive, open & supportive working relationships based on trust.
- The School has an ASN audit of need which is used in regular tracking discussions with staff. Where staff identify learners who require support the school responds quickly accessing available resources to support.
- Throughout session 2018- 2019 a whole school understanding has been developed around GIRFEC including a shared understanding of SHANARI Indicators.
- All staff have completed annual update of Child protection training and GIRFEC principles ensuring a clear protocol is in place in order to meet individual needs.
- The school actively utilise opportunities to promote diversity and engage in global citizenship through curriculum and whole school activities including charity work led by pupils.
- The school's HWB programme promotes our inclusive ethos and has strong links to the SHANARI Indicators.
- The Aberdeenshire Dyslexia friendly toolkit has been used to support pupils across the school.
- Staff are vigilant and are prompt to raise concerns around pupil achievement and well being.
- Effective transition arrangements are in place for pupils. Enhanced provision is available and planned for pupils in relation to individual needs.
- Pupil friendly IEPs are in existence for pupils with pupils, parents, class teacher, SFL teacher and HT being involved in the process. In addition, staged intervention groups are used to boost skills.
- Importance of early identification of needs given priority, with PSA time being weighted accordingly.
- Planning is differentiated to meet individual needs. SFL and PSA time is targeted appropriately and links to the Schools ASN Audit/Teacher judgement.
- Parents feel well-informed about pupil progress and events in school, and are happy with the accessibility of teachers and the HT.

- A programme which ensures effective pastoral transition from P7 to S1 is in place with strong links to the Guidance and ASL teams at Dyce Academy. Enhanced provision is available and planned for pupils in relation to individual needs,

Question 2

How do we know? What evidence do we have of positive impact on our learners? MAKE BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION.

- During planning meetings, teachers are clearly differentiating work for pupils in order to support/challenge learning. Staff have a stronger knowledge of what an achieved level “looks like” and are beginning to branch into the next level to challenge pupils.
- LIAM programme – this has been very successful Targeted pupils have increased confidence both in/out of the classroom and participating is higher. Pupil/Parent feedback has been very positive and parents have commented on the positive impact this has had on their child at home.
- IEPS have now become less onerous and more meaningful to pupils. Short/Long term targets are being identified and tracked in order to ensure pupils are progressing at an appropriate pace.
- ASN meetings have enabled staff to discuss ASN level of need with SLT to ensure every child has been recorded appropriately. Staff are aware that regardless of need/diagnosis, quality of learning/teaching is key to enable our learners to progress.

Question 3

What could we do now? What actions would move us forward? POTENTIAL IMPROVEMENT PRIORITIES HIGHLIGHTED IN THIS AREA – SIP PRIORITIES SELECTED FROM THESE.

- Further develop approaches to measure fully the impact of targeted interventions over time for our learners, particularly our PSA support.
- Continue to build capacity as a team to best meet the needs of pupils with increased levels of need.
- Continue to target use of PEF appropriately in order to ensure pupil need is met – additional PSA to target specific PEF pupils
- Develop a clearer nurturing approach across our school.
- Train a member of staff as a LIAM mentor (Low Intensity Anxiety Measurement) – working with NHS Grampian to support pupils who have anxiety
- Improve the use of our nurture room

What is your current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale?

Good

QI 3.2

Raising attainment and achievement

Themes

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

Suggested word count 1500 maximum for all three questions below when taken together.

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school? FOCUS ON IMPROVEMENTS FROM LAST YEAR'S IMPROVEMENT PLAN.

- A curriculum rationale has been developed and shared amongst all stakeholders.
- Our IDL planning has been overhauled and will be introduced from August 2019 – ensuring coverage and progression of E's + O's across all stages of Curriculum for Excellence.
- A number of staff meetings have focused on teachers understanding of progression of a level – moderation activities have increased and will now be build into the WTA from August 2019.
- Attainment within literacy and numeracy is solid in early years/middle stages.
- Attainment in literacy and numeracy for all learners is central to the work of our school and features in annual improvement priorities.
- Rigorous tracking and monitoring of attainment highlights that most children at New Machar School attain or exceed expected levels for literacy and numeracy
- Attainment data is discussed and analysed at tracking/planning discussions as per QA calendar.
- Attainment is compared against local and national average using the BGE toolkit.
- Pupil participation in their wider community is successful through partnership with a variety of different links including local football teams, local community centre and groups within New Machar.
- Staff understand the need for equity within our learning and achievement. We strive to ensure barriers to learning, including poverty, are removed to allow learners to succeed and achieve.

Question 2

How do we know? What evidence do we have of positive impact on our learners? **MAKE BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION.**

- Consistent average scores over previous 3 years in literacy and numeracy at the beginning of P1 highlights good practice within our nursery setting. Learners are beginning Primary 1 at the expected level or above.
- Appropriate supports are put in place based on attainment conversations. Expertise is sought from ASN/partner agencies to select appropriate interventions
- Overall our learners are successful, show confidence, are responsible and contribute fully to the life of our school. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community.
- Attainment data from standardised assessments demonstrates that there is a very good match between this and teacher's professional judgements.

Question 3

What could we do now? What actions would move us forward? **POTENTIAL IMPROVEMENT PRIORITIES HIGHLIGHTED IN THIS AREA – SIP PRIORITIES SELECTED FROM THESE.**

- Revise the Curriculum Rational to make it more unique to New Machar and the pupils that attend our school.
- Continue to track attainment, including attainment over time to pick up trends, evaluate and use for identifying improvement priorities.
- Staff development time to be used to familiarise themselves with SNSA information and use as appropriate.
- Continue to develop moderation opportunities across the school and cluster to ensure shared expectations to bring greater consistency in teacher professional judgement. This will be built into the agreed WTA 2x30 min departmental meetings per term.
- Increase cluster collaboration work via the cluster network
- Continue to participate in the Self Improving School System – a Validated Self Evaluation visit in November 2019 will allow us to reflect on our progress and implement change where required.
- Continue to encourage staff CLPL to ensure knowledge and understanding of progression within a level is accurate and consistent throughout the school.
- Continue to embed the use of Education Scotland's benchmarks to continue to make increasingly confident professional judgements.

What is your current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale?

Good

ADDITIONAL QI

3.3

This section is optional – schools are reminded to cycle through the remaining QIs as part of the self-evaluation process

Themes (This will be a yearly focus.)

- DYW - Inverurie Cluster Focus

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school? **FOCUS ON IMPROVEMENTS FROM LAST YEAR'S IMPROVEMENT PLAN.**

Cluster approach to skills for learning, life and work has been developed by a cross-cluster working group and rolled out within all schools. Within classrooms, the six skills have been identified and displayed for pupils. Pupils are beginning to identify the skills and how they link to learning and their relevance to life.

Parents and pupils were consulted in the development of the six skills. The Cluster In-service and DYW twilight ensured there was a shared understanding and approach to careers education, Enterprise and the DYW agenda.

P5 Careers Day

Young Engineers Car Competition

Question 2

How do we know? What evidence do we have of positive impact on our learners? **MAKE BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION.**

- Cluster to complete

Question 3

What could we do now? What actions would move us forward? **POTENTIAL IMPROVEMENT PRIORITIES HIGHLIGHTED IN THIS AREA – SIP PRIORITIES SELECTED FROM THESE.**

- Re-establish the DYW working group
- Each school to organise a World of Work Day/Week
- Whole school homework challenge
- Embed the skills within teaching and learning
- Engage parents in career education standard

What is your current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale?

Good

PART TWO – School Improvement Plan

Summary: Key School Improvement Priorities

Add further rows if required. The priorities selected should be drawn from the possible improvement activities identified in the Standards and Quality Report.

Improvement Priority Title	What exactly are we going to do?
<p>Improve creativity within learning and teaching by embedding digital technology across the school.</p>	<p>There is a good amount of technology in school: 2 class sets of iPads, teacher iPads, SfL iPads, , 33 chrome books, Apple TV in every classroom. We will:</p> <p>Increase training sessions on using certain apps, - emphasis on Google Classrooms/Google forms etc Brian to lead</p> <p>Establish Digital Leaders within the school - children to meet bi-weekly and will continuously be trained in different ICT resources. Kathryn to lead</p> <p>Further embedding required to ensure children are using digital technology classes regularly. SLT to support classes with this via departmental meetings/mini challenges. Class teachers to lead challenges in STEM links.</p> <p>Through new IDL planning, encourage and support staff to create innovative learning activities to inspire children to learn in a variety of ways. SLT to support during CAT meetings.</p>
<p>Increase whole school writing attainment</p>	<p>Levels are currently at 77% (Early), 84% (First) and 66% (Second). We know this from our CfE levels achieved data in June. Brian to focus support on children who “almost” achieved level at P1/P4/P7 stage in order to bridge the gap.</p> <p>Writing for a purpose, application of skills taught are areas of improvement . We know this from our SNSA results and teacher judgements. SLT to lead</p>

	<p>and support initiative across the school, including a more robust approach to moderation to ensure achievement of a level is clear and concise. Cluster moderation work will play a part in this. Look at using digital technology to support the writing process and support pupils in the planning/writing process.</p>
<p>Develop nurturing approach across the school to close the attainment/poverty for individual learners.</p>	<p>ACEs are impacting on progress of individuals.</p> <p>Identified gap in health and wellbeing of identified pupils.</p> <p>Lack of parental ability to support homework, arrival at school on time, behaviour strategies at home, lack of emotional support from the home.</p> <p>Whole school approach to family nurture required to ensure early intervention and prevention for individual pupils. Laura to lead implementation of nurturing approach as a whole school.</p> <p>In our nursery, care plans are kept for every child and additional support plans for the children that require.</p> <p>Induction and transitions are high priorities and continue to be well planned and accessible to all parents and children. Kathryn/Nursery team to lead</p>

Please also use the table in Appendix 3 to help with planning for the monitoring and evaluation of improvement activity in terms of measuring impact.

In-depth action plan #1

Improve creativity within learning and teaching by embedding digital technology across the school.

Linked to QIs/Themes

2.3/3.2/2.2

Linked to National Improvement Framework Priority (check all that apply)

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

Linked to National Improvement Drivers (check any that apply)

School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress
School Improvement Performance Information

Linked to Aberdeenshire Priorities (check any that apply)

- Improving Learning, Teaching and Assessment
- Partnership working to raise attainment
- Developing Leadership at all levels
- Improvement through self-evaluation

What difference will it make for learners? (what impact do we expect to see? List specific expected outcomes)

- Pupil engagement will be greater
- Pupils will be more familiar with digital technology and how to use it for a variety of tasks
- Attainment will be consistent – pupil achievement will be fairer and will be reflected in teacher assessments.
- Learning to be more engaging, links to DYW skills to be clearer and pupils will see the benefit of the skills being taught in class.

What exactly are we going to do?

Increase training sessions on using certain apps, - emphasis on Google Classrooms/Google forms etc

Establish Digital Leaders within the school - children to meet bi-weekly and will continuously be trained in different ICT resources.

Further embedding required to ensure children are using digital technology classes regularly. SLT to support classes with this via departmental meetings/mini challenges.

Who will lead this? (detail of responsibilities and timescales)

Brian – HT

Kathryn – DHT

Class teachers – supported by SLT

Through new IDL planning, encourage and support staff to create innovative learning activities to inspire children to learn in a variety of ways. SLT to support during CAT meetings.

SLT to lead – CTs to implement

Expected resource needs (including costings if applicable)

Challenges to implementation

- Not all teachers are confident in the use of Digital Technology and may struggle to implement it in their day to day planning.
- New planning formats may take a while to get used to – teachers may need support when planning activities to ensure breadth across the school.
- Teachers may require further resources/training to support them in planning meaningful, inspiring lessons.

In-depth action plan #2

Increase whole school attainment in writing.

Linked to QIs/Themes

2.2/3.2/2.2

Linked to National Improvement Framework Priority (check all that apply)

- 5. Improvement in attainment, particularly in literacy and numeracy
- 6. Closing the attainment gap between the most and least disadvantaged children
- 7. Improvement in children and young people's health and wellbeing
- 8. Improvement in employability skills and sustained, positive school leaver destinations for all young people

Linked to National Improvement Drivers (check any that apply)

School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress
School Improvement Performance Information

Linked to Aberdeenshire Priorities (check any that apply)

- Improving Learning, Teaching and Assessment
- Partnership working to raise attainment
- Developing Leadership at all levels
- Improvement through self-evaluation

What difference will it make for learners? (what impact do we expect to see? List specific expected outcomes)

- Pupils will have a greater chance of success within literacy
- Increased levels of writing opportunities to inspire creative writing
- Pupils will develop literacy skills required for future work
- Pupils will feel involved and informed in their own learning and will know what steps to take in order to achieve success within writing.

What exactly are we going to do? (detail of specific actions undertaken to achieve desired impact)

Our explanations and instructions in the teaching of writing will be clear.

We will use skilled questioning and engagement to regularly enable higher-order thinking skills in literacy/writing.

Who will lead this? (detail of responsibilities and timescales)

SLT will lead collegiate times to develop shared expectations

Class teachers

<p>We will use feedback effectively to inform and support progress in learning. Our pupils know how they are progressing and can share their learning confidently.</p> <p>We will have shared expectations for standards to be achieved, and have robust arrangements for moderation across stages and across the curriculum.</p> <p>Planning will be proportionate and manageable and will clearly identify what is to be learned and assessed.</p> <p>Assessment approaches will be matched to the learning needs of learners and used to support them to demonstrate where they are in their learning.</p> <p>A quality body of evidence will be used to support assessment judgements and decisions about next steps.</p> <p>All teachers will have well-developed skills of data analysis which are focused on improvement.</p>	<p>Through QA visits/Peer monitoring, staff will work together in developing effective feedback.</p> <p>SLT to leave 2X30 min departmental meetings per term to focus on moderation within stages/levels.</p> <p>SLT to review planning formats</p> <p>CTs</p> <p>CTs</p> <p>SLT to ensure attainment meetings are regular and informative.</p>
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Expected resource needs (including costings if applicable)

- Challenges to implementation**
- Teachers may lack confidence in their approach to writing.
 - Teachers unsure of the expectations and what this will look like in the classroom.
 - Teachers not confident in using data to interpret next steps.
 - Teachers may be resistant to the change in the delivery of writing – a shift of moving away from the traditional “one writing piece per week” is required.
 - Pupils may find it challenging to apply comprehension/grammar skills into writing.

In-depth action plan #3

Develop nurturing approach across the school to close the attainment/poverty for individual learners.

Linked to QIs/Themes

1.3/3.1

Linked to National Improvement Framework Priority (check all that apply)

- 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 school leaver destinations for all young people

Linked to National Improvement Drivers (check any that apply)

School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress
School Improvement Performance Information

Linked to Aberdeenshire Priorities (check any that apply)

- Improving Learning, Teaching and Assessment
- Partnership working to raise attainment
- Developing Leadership at all levels
- Improvement through self-evaluation

What difference will it make for learners? (what impact do we expect to see? List specific expected outcomes)

- Pupils will feel safe and included at all times
- Teachers will be able to support learners with a range of social/emotional issues , thus creating stronger, positive bonds between pupil/teacher.
- Increased staff awareness on nurture and strategies to support will enable learners to open up to staff and accept appropriate support.
- All pupils will have the same opportunities and support for success

What exactly are we going to do? (detail of specific actions undertaken to achieve desired impact)

Identify ACEs that are impacting on progress of individuals.

Identified gap in health and wellbeing of identified pupils.

Who will lead this? (detail of responsibilities and timescales)

Laura – DHT

Laura – DHT

SLT to work with SFL/PSAs/CTs

<p>Lack of parental ability to support homework, arrival at school on time, behaviour strategies at home, lack of emotional support from the home.</p> <p>Whole school approach to family nurture required to ensure early intervention and prevention for individual pupils.</p> <p>In our nursery, care plans are kept for every child and additional support plans for the children that require.</p> <p>Induction and transitions are high priorities and continue to be well planned and accessible to all parents and children.</p> <p>Using data from SIMD, FSM, attendance, lates, ASN levels, Pupil Learning Journeys SLT/ key teams identify individual focus pupils/ families to support. The gap is identified, a plan for intervention to individual need and measured impact reviewed.</p> <p>Whole programme of nurture training across the school and nursery staff: resilience, courageous conversations. Aug/Nov INSET</p>	<p>Laura – DHT</p> <p>Kathryn – DHT/EYLPs</p> <p>Kathryn – DHT</p> <p>SLT – Brian/Laura</p> <p>Laura</p>
<p>Expected resource needs (including costings if applicable)</p>	
<p>Challenges to implementation</p> <ul style="list-style-type: none"> • Not all pupils will be open to support due to family environment • Identifying pupils lacking nurture – not always evident in pupil presentation • Resistance from families who require support (pride/bad experiences at school) • Pupil attendance • Staff awareness of nurture and misconceptions of a whole school nurturing approach 	

Brian Carls 117119

