





# SCHOOL IMPROVEMENT REPORT AND PLAN

## SESSION 2021/22

### PART ONE – Standards and Quality Report

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| <b>School: New Machar School</b>  |  |  |
| <b>Head Teacher: Brian Carle</b>  |  |  |
| <b>Date submitted: October 2021</b>   |  |  |
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#### 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 376 P1-P7 pupils and 52 pupils in our newly built 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 as well as a Nurture Room, Sensory Room and a Medical Room. New Machar School currently has 15 classes. The Senior Leadership Team consists of a Head Teacher and three Depute Head Teachers. Our permanent allocation of DHTs is 2 full time equivalent, however currently we use our PEF fund to provide additionality to our SLT.

Community links are a valued part of school life and the children make good use of the environment as part of their curriculum. Our Nursery and Infant classes have recently made very good use of the local woods at Kingseat. 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

- We have very clear school values and aims. This is already embedded into the school ethos and all children are familiar with our values. They are more meaningful and relevant to the our local community. Our values were developed throughout the first lockdown and as a result we felt all stakeholders were involved in the process of developing our values.

- Visitors to the school frequently comment positively on their interactions with the pupils. Almost all children are engaged and enthusiastic in lessons and respond well to the wide range of activities and learning experiences on offer.
- Children are making very good progress in their learning across all curricular areas and this is reflected in the fact that the majority are achieving at the expected levels as they progress through the school. This has been verified by baseline assessments within school, SNSA and Emergent Literacy data and through professional judgement.
- We have moved away from a card-based behaviour system to promote positive behaviour and now employ a restorative approach across the school when dealing with social issues. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. We hope that this will alleviate problems such as bullying and classroom disruption as well as challenging behaviour, and disputes between pupils, their families, and members of staff. This was based on listening to Pupil Voice feedback.
- New Machar School is a nurturing school – All staff are interested in the children’s welfare and progress and work together as a team to ensure collective support and knowledge. Children are patient, caring and work cooperatively, reflecting the nurturing approach of all adults in the school. The school has a very inclusive culture. It is clearly understood that it is everyone’s right to feel safe, valued and included with a key focus being on kindness. We have recently refreshed our ASL approach to support all learners.
- Our school has an excellent means of communication with our parent community. We are a Digital School and use different platforms to our advantage in order to reach out to as many parents/carers as possible. Class teachers make very good use of Seesaw to share learning and evidence of targets met. 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.
- Pupils are invited to offer opinions and information to inform school improvements. They are given the opportunity to reflect on the school and be involved in discussions about changes and improvements. Parental engagement sessions, surveys and requests for input enable parents to contribute to improving the school.
- Our Early Years Education offers a play-based curriculum and had moved towards an ethos of free flow within our P1 setting (prior to COVID). 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 are encouraged to lead individual projects throughout the school to improve their leadership skills.
- The Senior Leadership Team use data/teacher judgements, as well as a recently refreshed assessment framework to inform next steps as well as identify trends/patterns across the school. This has enabled us to make

relevant, appropriate changes to our support structures in order to ensure all children receive the support they require.

- 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.
- Writing moderation has been successful across stages in order to inform next steps. This has increased our writing attainment from 66% at Second Level (2018-2019) to 78.6% in 2020-2021. Writing attainment has also increased in Early Years from 77% (2018-2019) to 82% in 2020-2021. First level has remained at 83% attainment.
- Our approaches to reading have raised attainment across the school – within Second level, our attainment has gone from 66% (2018-2019) to 85% (2020-2021), similarly in Early level this has gone from 77% to 84% and First level remained at around 85%. This means that we are above national average for most aspects of literacy.
- 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.
- We have a very supportive parent community. School events are highly attended and almost all parents support school-based decisions regarding promoting positive behaviour as well as dealing with challenging behaviour.

## **School Vision, Values and Aims**

### **The School and its context**

New Machar School's Vision and Values aim to communicate our philosophy and beliefs for New Machar School Community. They have recently been updated and refreshed to better reflect our school and wider community.

### **Our School Vision:**

"Our Vision is to provide high quality educational experiences in a happy, safe and stimulating environment where learners are supported and challenged to enable them to be the best they can be."

### **Our School Motto:**

#beyourbestself

### **Our school values:**

Achieve

Include

Motivate

## **Achievements 2020-2021**

This was a year which was unpredictable and unprecedented and within that we worked hard to ensure that development and progression continued. The year started as any other and therefore many of the achievements would fit with those that we were working towards from the beginning of the session.

As a school we place a high value on pupil personal achievements and strive to create opportunities for pupils to achieve and for us to recognise and celebrate achievements gained both through school activities and other pursuits. It is recognised that achievements are individual to everyone and therefore it is important that we recognise this and that these individual achievements would not be possible to recognise in this context. Therefore, this takes a far broader spectrum look at the achievements of the year.

### **Rebranding our School Vision, Values and Aims**

Our biggest achievement from last session was rebranding our school vision, values and aims. This was a lengthy process that involved all stakeholders of the school. Completing this process during lockdown was beneficial to us as a school as we were able to include children and their families together at the same time. Our new values of Achieve, Include and Motivate mean so much to us at New Machar School as they underpin everything about our community and school. Our motto of Be Your Best Self has really empowered children and adults alike and we are so proud of how far the school has come.

Watch our video on what Achieve means to us:  
<https://vimeo.com/422793486/5bc07de201>

Watch our video on what Include means to us: [Whole School Include Videos \(vimeo.com\)](#)

Watch our video on what Motivate means to us: COMING SOON

### **Learning for sustainability**

Pupils at New Machar school are aware of the needs of themselves and others and much of the work ongoing in school reflects their awareness of the world around them and the challenges that everyone may have and how supports can be accessed or offered. Our transition-based Contexts for Learning “Foos Yer Doos” and “Far Yi Gan” allows pupils to discuss their own needs, emotions, and resilience alongside those of their peers. We have also recently engaged with the Global Goals and are working towards applying for our Bronze RRS award. We also have a Travel Plan for the school which has been co-created with school stakeholders to improve the overall safety of children, adults and local community.

## **Early Years**

As a school we have adapted our P1 curriculum and are focusing on learning through play in line with the current research and knowledge around child pedagogy. This has eased the transition from nursery to P1.

Our nursery now offer families 1140 hours of early years provision and this had been very successful. Our new nursery building has enabled us to create an enriched environment for our youngest learners, allowing us to create meaningful play provocations.. On top of this, our EYSP and DHT have worked very closely to improve the overall quality and standard of our early years' experience.

## **Throughout the school**

All classes work with class families in which they establish their class charter, learning pits, etc. The class teachers work hard to get to know the pupils individually and as a school we regularly provide opportunities for Pupil Voice to be heard – through Jamboards, discussion, surveys, etc. The use of Seesaw has been embedded throughout the school as a profiling tool and this has increased opportunities for family engagement. We

## **Self evaluation**

We previously engaged with the Validated School Evaluation that Aberdeenshire Council were running and were the first school in our trio to have a three-day validation visit. The feedback reflected our own assessments of where we were at. It was a useful tool for self-reflection. As a school, we have really embraced the use of digital technology to gain feedback in a variety of different ways. Platforms such as Jamboard, Mentimeter and Google Forms have allowed us to collate opinions and suggestions from the school community in a way that we would not have managed previously.

## **Health and Wellbeing**

Staff have engaged with nurture training with our DHT. We have created a nurture room space which can be used by any pupil or visitor to our school. All staff engaged with the Learning Challenge and support pupils to develop a growth mindset when faced with something challenging. Most classes provided an opportunity for pupils to complete an emotional check in – this allows class teachers to identify and support pupils who may require it. We have a trained PSA who runs and delivers our LIAM project (Let's Introduce Anxiety Management) – this programme has supported children who have initial signs of anxiety and has been highly praised by the parents of the children involved.

## **P6 and P7**

Most of our P6 pupils participate in a successful residential ski trip in January in which all pupils learned how to ski.

P7 pupils engaged with the Grow a £5 project – this allowed them to pay for their leaver's activities. Pupils were involved in the planning stages from an early stage and class teachers were able to include all P7 pupils in the process.

## **Technology**

We are a digital school and are proud of the way we incorporate digital technology into our day-to-day practice. The use of Seesaw, Google Classroom and other resources has enabled students and their teachers to engage with learning and teaching effectively.

We are very proud of our school community and the ways in which everyone pulled together to try to provide continuity and engagement with each other. We achieved a lot this year, and although this is not measurable in the usual ways, we are very proud of the team that were part of this.

# 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. Almost all children are aware of our values and what they mean to us at New Machar School. We have developed videos to share with the school/wider community to show what Achieve, Include, Motivate means to us as a school – these are widely available on our school website. Pupils, parents and staff were all involved in the creation of our vision, aims and values of the school.
- We have developed a robust PRD calendar, promoting critical reflections amongst the staff at New Machar. Staff are encouraged to reflect against the GTCS standards for full registration and to seek training opportunities to support their areas of development.
- 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. We have a PEF DHT who focuses on interrogating data to ensure the support across the school is documented. We have recently refreshed our assessment policy to ensure consistent assessment across the school within Literacy and Numeracy. This has provided us with more data to consider when tracking pupil progress.
- SLT motivate and support staff to sustain collective commitment to the shared vision of the school through their daily actions. This is particularly evident when they are in class.
- 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.
- SLT consider the pace of change and implementation of change – whilst some staff have commented on the pace of change during previous feedback meetings, the majority have commented that they find the pace manageable. As an SLT, we aim only to implement change for the benefit of pupils, staff and school.
- 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. This year, we have tailored collegiate activities to link into our whole school Context for Learning. The idea behind this is that staff would develop their curricular skills and use the training to support their planning in order to make it more creative.
- Most staff are clear on the schools strengths and areas for development based on a range of evidence – this is used to create a clear rationale for future improvement actions.

- 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). We have embraced the use of Microsoft Teams to adjust to recent COVID-19 regulations.
- 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 – we have recently reviewed our planning formats to ensure coverage of the curriculum is being met and clear progression is evident.
- 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)
- Pupil groups are actively encouraged – currently we have a PLT, Eco Group, Health Group, Tech Team, Literacy Committee, Library Group who all contribute to the development of the school.
- Almost all children are being encouraged to talk about their strengths, progress and next steps and pupils are actively involved in their learning. Throughout the school, the use of Seesaw has increased and Learning walks enable pupils to discuss and reflect on their learning with SLT.
- In order to ensure continuous improvement all teaching staff and PSAs engage in yearly reviews through Professional Review and Development or corporate appraisal as appropriate. Teaching staff reviews are conducted in line with the Standard for Registration giving staff the opportunity to engage in clear, focused self-evaluation leading to clear targets for development over the coming session.
- Pupils are being encouraged to take on leadership roles through House and Vice Captains, Pupils Council, Eco-committee, and Fundraising groups.
- There is an ethos of collegiality across the school with staff working together to develop skills and share expertise – exemplified through shared planning and assessments, shared approaches to learning, team teaching and through numeracy and play developments.

## 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.
- Almost all learners and all staff at New Machar School are aware of our values and embed them into their daily life – pupils more actively talking about Achieve, Include, Motivate, and can explain what the 3 values mean to them. Parents
- 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.
- Parent, Pupil and Staff feedback from recent meetings/audits consistently show that most feel the school is heading in the right direction.
- ACEL data – identifies areas of literacy/numeracy that require improvement within the P1, P4, P7 stages. Focus on stages in between.
- Wider achievement Google Form is in use and is regularly checked and audited by SLT to see impact.



- 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.
- Robust tracking meetings – far more effective, teacher professional judgement.
- Attainment data over past 5 years shows the school is making good progress – attainment within literacy and numeracy all above national average, although some work is required on L+T within second level.
- 63% of the school community felt our previous slogan was not relevant to the community of Newmachar – feedback has suggested that almost all our school community relates well to our new motto, Be Your Best Self.
- ASN teacher works closely with SLT and CT to adjust the support they offer to best meet the changing needs of pupils.
- SW and Health professionals work closely with SLT and CT to build up relevant pictures of pupils who need additional support throughout the school.
- Many pupils and parents are talking about discussions around learning that they have had based on Seesaw sharing of information.
- Pupils are generally engaged and confident within the school building and willing to engage with new ideas.
- All pupils can refer to their classes Charter and the expectations of them within the school
- Pupils are aware of the positive reinforcement strategies that are used throughout the school such as house points, incredible work, and class economies. We have also added recognition for kindness, actions to be proud of and external activities.

- **Question 3**

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

- Continue to embrace and embed our school vision, values, and aims to ensure all stakeholders demonstrate them daily.
- Promote distributed leadership across the school by providing more CLPL opportunities for staff.
- Further develop the use of our tracking/monitoring.
- Continue to develop our Quality Assurance calendar, ensuring activities are linked to school improvement.
- Continue to support teachers with formal assessments as well as interrogating the data.
- 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.
- Further develop opportunities for success across the school for pupils.
- Review
- Continue to upskill staff on interrogation of assessment results to inform planning of targeted support/pace & challenge.
  - Revisiting the school curriculum rationale
- Continue to develop staff awareness of the importance of self-evaluation, through the use of HGIOS 4 and NIF in the school improvement agenda
- Increasing focus on professional development and reading and links with the GTCS standards
- Increase focus on using standardised assessment analysis to inform pace of planning and make improvements to learning and teaching which impact upon children's attainment.
- Continue to develop professional enquiry with staff
- Upskilling staff on interrogation of assessment results to inform planning of targeted support.
- Continue to explore ways of involving pupils (using HGIOurS) and parents in self-evaluation.
- Self-evaluation and learning visits to be developed further both in school and with another school partner

- Further opportunities to be developed for pupils to lead their learning (flipped classroom).
- Continue to provide opportunities for staff to lead development priorities and embed initiatives – providing opportunities for feedback and reflection

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

**Good**

## QI 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
- All staff plan appropriately to meet the standards and expectations of the Education Scotland Benchmarks.
- Increase of pupils contributing to the wider life of the school and its community.
- Questioning and higher order skills are promoted – school focus on Making Thinking Visible and The Learning Challenge (Learning Pit)
- 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
- Overall, our learners are successful and confident resulting from the many opportunities and responsibilities e.g. Pupil Leadership Team, Eco Work, Health Group, Tech Team and Buddies.
- 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
- Increasing the use of our nurture room to provide basic nurture needs to pupils who require this.
- Bundled CfE Experiences and Outcomes to create a 3 year plan to ensure IDL experiences. Whole school contexts for learning ensuring clear progression within Early/First/Second level. Discrete planners created to ensure Expressive arts benchmarks are planned for appropriately.
- Greater opportunities for teachers to plan in stages.
- Increased departmental meetings to support staff knowledge and understanding.
- All staff engaging with the Learning Challenge to challenge pupil thinking. All classes operate a Learning Pit to develop a growth mindset among pupils.
- All staff engaging with the Making Thinking Visible approach – this is revisited regularly during staff meetings.
- All staff and pupils engaging with Seesaw to reflect, share and talk about learning to parents/carers.
- Literacy/Numeracy/H+W targets shared on Seesaw.
- Increased STEM opportunities allowing pupils to develop skills related to skills for life.
- We are continuing to develop our profiling and reporting systems to ensure that they are accessible and meaningful for parents, pupils and staff
- Staff are ensuring that clear assessment points are incorporated into their planning and that raising attainment in literacy and numeracy remains at the centre of our curriculum
- Learning intentions and success criteria are shared with learners

- Staff are involving pupils at all stages of their learning from the planning through to the assessment stages so that they are clear on the purpose and outcome of their learning journey through the creation and sharing of learning intentions and success criteria
- Embedding the use of Growth Mindsets and Visible Learning throughout the school
- Staff are engaging with monitoring and tracking pupil data and attainment to try to ensure that work and support is appropriately targeted.
- Staff adopt a variety of strategies to ensure that the pupil voice is involved in planning for learning
- Play is an increased focus to enable the development of creativity skills
- There is an increasing focus on using the local context for learning
- Parents are given regular opportunities (as exemplified through the reporting calendar) to engage with the pupil learning and to provide input
- Learners experience a range of teaching and learning approaches which enable them to have breadth and personalisation in their curriculum and also to extend their learning.
- Transitions are well-supported throughout the school and transition from nursery to P1 has been developed.
- Children are becoming more involved with making decisions regarding their learning and there are more opportunities for children be independent learners.
- Positive engagement with parents.
- ICT is used widely across the curriculum to support teaching and learning experiences.
- Personalised support based on application of clear information about learners and their needs.
- Dedication of staff and the commitment to ensure that all of our learners have learning opportunities so that they can achieve success
- Carefully targeted ASL support – both teaching and PSA support.
- All staff have an awareness of emergent literacy strategies

## 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 skills in class.
- The majority of parents believe there is a wide variety of learning opportunities at NM School.
- 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.
- Learning walks
- Clear links to STEAM documented in forward plans.
- The majority of pupils can talk about what a growth mindset is and can refer to the learning pit when they are facing challenges
- All teaching staff can refer to data that supports their professional judgements and use the data to ensure support is targeted effectively
- The curriculum is providing a diversity of experience for our young people which is evidenced through their Seesaw journals.
- Pupils are keen to share their learning with parents and use Seesaw to do this
- Many pupils can talk about their learning and their next steps and strengths
- Fluid groupings are increasingly evident throughout the school
- Pre testing is being used effectively in areas to ascertain the knowledge that pupils already have
- All pupils are working progressively through curriculum for excellence

### 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 rebranded vision, values and aims.
- Increase STEAM opportunities linked to the DYW skills for life long learning – staff to plan together to link this to IDL context for 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 use of Google Classroom/Chromebooks will be encouraged to engage most learners with their core learning. We will continue to use 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.
- Continue to develop a robust QA calendar in order to support all teachers in their learning and teaching.
- Emphasise 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)
- Focus on feedback and ways in which this can be developed
- Ensure that the curriculum is effectively differentiated in all areas
- Revisit the four capacities and the Curriculum with staff, pupils and families
- Embed agreed processes and practice in relation to feedback to support pupils appropriately.

- Continue with work such as learning conversations with pupils so staff can ensure there are a variety of opportunities for pupils to take a lead role in their learning.
- Embed the practice around co-construction LI/SC is in place in order to ensure there is consistency across all classes.
- Continue to use visible learning approaches to improve pedagogical practice and improve outcomes for all learners.
- Continue to develop moderation processes and practice looking beyond the school to promote effective learning and teaching going forward.

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

**Good**

## Q1 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.

Staff are now all using Pastoral Notes to record significant moments in a pupil's life/challenges to learning.

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.

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 utilises opportunities to promote diversity and engage in global citizenship through curriculum and whole school activities.

The school's HWB programme promotes our inclusive ethos and has strong links to the SHANARI Indicators.

Staff are vigilant and are prompt to raise concerns around pupil achievement and well being.

Effective transition arrangements are in place for pupils.

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. (Daily programmes – set up through PEF DHT)

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

All pupils have an awareness of the wellbeing indicators

The main-stay of the whole school is that every child should be included and be treated as an individual with relationships being key in all classrooms

Appropriate planning is in place for all pupils at a class, group or individual level as needed

A new 5 point tracking system has been put in place and teachers record pupil progress 3 times a year.

Almost all pupils are attaining appropriate levels for their age and analysis of data shows that good progress is being made.

Wider achievements are recognised through assemblies, achievement form and school newsletter and website.

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.

Several pupils have adaptations to their curriculum to ensure that the learning that they engage with is appropriate to them.

Across the school pupils are encouraged to take responsibility but there is room to further extend the range of leadership opportunities.

ASL staff evaluate the support that is provided with pupils and use this to reflect on practice.

Regular updates and refreshers are given around statutory duties and responsibilities

Staff have appropriate training to best support pupils with ASN – Dyslexia has been a main focus for us as a school.

Staff and partners model behaviour which promotes and supports the wellbeing of all.

Children are aware of the Children's Convention and explore issues around this.

Emotional check ins and LIAM approaches are used in classes to discuss issues related to health and wellbeing so that pupils have the time and space to have meaningful discussions

Values are embedded in our assemblies

Outdoor activity has been encouraged through the use of Loose Parts.

Targeted support is implemented as is necessary with PSA and ASL staff



IP teacher working with identified pupils.

IEPs are used to develop targets on a more individual basis

Flexible timetables are used as appropriate – some pupils accessing L

Autism and dyslexia strategies are used.

PSA support is available at break times to all pupils.

Staged intervention is embedded in our practice.

External agencies are consulted with and involved as is required for pupils – including SALT, OT, educational psychology, Health, Social Work

### 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.
- Increased use of dyslexia toolkit to support pupils with low confidence in literacy.
- Pupils can speak about their emotions and have identified adults that they relate to
- As appropriate, pupils have targeted support, and this is adjusted to best meet pupil need
- Staff can speak confidently about the pupils in their class and their individual circumstances.
- Staff spend time building effective relationships with pupils and their families to ensure that they have a good understanding of the pupil and their circumstances
- Staff work closely with other agencies to ensure that relevant supports are in place for pupils
- Most pupils report that they feel safe and secure within the school

### 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.
- In-service day session focusing on the Aberdeenshire Dyslexia friendly toolkit. All teachers to engage with this fully.

- Continue to target use of PEF appropriately in order to ensure pupil need is met – additional DHT to target specific PEF pupils and oversee Daily Programmes.
- Continue to utilise the school LIAM mentor (Low Intensity Anxiety Measurement) – working with NHS Grampian to support pupils who have anxiety
- Improve the use of our nurture room – nurture room to be “open” weekly to support identified pupils and families.
- Pupil Leadership team to focus on pupil wellbeing throughout the session.
- Embrace the use of virtual assemblies to promote positive play in the playground.
- Continue to implement a restorative approach to deal with conflict in the playground and share our approach with the wider school community.
- There is a need to continue to look at how life skills can be developed and applied across the curriculum and beyond the formal classroom.
- There are a small number of pupils needing support with behaviour during and following break times and lunch times.
- Work in conjunction with external agencies to ensure that all pupils have access to a relevant curriculum that provides learning opportunities whilst supporting health and wellbeing
- Whole staff focus on ‘When the adults change, everything changes’ to underpin the approaches to creating a positive environment throughout the school
- Continue to develop the whole school understanding of children’s rights and develop our approach to RRS

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

**Good**

## Q1 3.2

# Raising attainment and achievement

### Themes

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

### 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.**

- Our IDL planning has been overhauled ensuring coverage and progression of E's + O's across all stages of Curriculum for Excellence. We now focus on a local context for learning.
- A number of staff meetings have focused on teachers understanding of progression of a level – moderation activities have increased and will now be built into the WTA from August 2021.
- 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.
- Celebration of achievement assemblies/Wider Achievement tracker
- Use of Seesaw to share pupil targets has increased parent knowledge of individual pupil targets.
- PEF DHT working alongside HT to create and develop new whole school tracker – through this we will identify and track trends/patterns across the school.
- Developing a “you said, we did” approach to interventions introduced throughout the school.
- Refreshed assessment policy supports staff to assess pupil progress.
- Attainment meetings between Class Teachers and SLT 3x throughout the school session allows staff to discuss pupil progress and the impact of interventions.

### 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.
- The attainment of nearly all pupils is appropriate for their age and stage of development as evidenced by professional judgements, SNSA statistics, etc
- Pupils who are in P4-7 are generally aware of their successes, next steps, their challenges and supports that they can access to address these.
- Pupils can discuss their learning – learning intentions and success criteria are referred to
- Several classes have fluid groupings which enable pupil's growth mindsets to be developed as they do not feel that they are limited
- Increase in the use of departmental meetings has allowed staff to discuss attainment across year groups/levels and interventions that work well. Specific focus has increased awareness of areas of development.

### 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 allowed 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.
- There will be increased focus on co creating success criteria and learning intentions
- Observations and recording of learning will become increasingly focused through Seesaw and also through the introduction of reflective journals or opportunities for reflecting on learning

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

| Improvement Priority Title                      | What exactly are we going to do?   |
|---|--|
| Refresh and develop a new curriculum rationale. | <p>Focus on what everyone wants to achieve for the children in the school – using parent, pupil, staff views – collate opinions as a starting point.</p> <p>Revisit the purpose and principles of the Curriculum for Excellence and consider how these are shared across the school.</p> <p>Identify great practice across the school – via learning visits, pupil groups, QA calendar.</p> <p>Evaluate current curriculum via a curriculum audit.</p> <p>Gather views from children, parents and the wider school community on what they feel the key features are that bring the curriculum ‘alive’.</p> <p>Create a refreshed set of “aims” for the school to align with our vision and values.</p> |

|   |  |
|---|--|
|   | <p>Create a whole school google site showcasing what learning will look like from N-P7 at New Machar School. This will be a one stop hub of information and resources for parents/pupils to access.</p>  |
| <p>Increase attainment within Literacy.</p> | <p>SLT to distribute support across the school using data and evidence from attainment meetings.</p> <p>Invest in new reading books to support pupils with dyslexic traits.</p> <p>Increase opportunities for pupils to take part in whole school events that encourage the use of literacy skills e.g. school competitions, challenges.</p> <p>Increase training opportunities related to literacy specific difficulties to enable class teachers and support staff to feel more confident in supporting pupils in their class.</p> <p>Moderate Listening and Talking approaches throughout the school – consistent approach is required within this aspect of literacy. Develop a consistent approach across levels as to how this area is supported.</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 and support initiative across the school, including a more robust approach to moderation to ensure achievement of a level is clear and concise. Look at using digital technology to support the writing process and support pupils in the planning/writing process.</p> <p>Whole school agreement of 6 formally assessed writing pieces throughout the session. This will allow for better moderation within school.</p> |
|   |  |

Increase Health and Wellbeing learning opportunities.

All classes to engage with loose parts play at least once a week to encourage outdoor play.

Training organised with Learning through Landscapes organised for December to assist staff with the school den building kit.

All classes to plan and organise a session in the local woods to encourage risk taking and team building skills.

Increase pupil voice during year group assemblies – linked to SHANARRI. This will allow us to track pupil wellbeing and identify next steps.

Increase opportunities for pupils to access small group opportunities to work on anxiety, build positive relationships and trust – nurture room with PSA/DHT.

## In-depth action plan #1

Refresh and develop a new curriculum rationale.

### Linked to QIs/Themes

1.2, 1.3, 2.2, 2.3, 2.6, 2.7.3.2

### Linked to National Improvement Framework Priority

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)

- Supports children's development of skills and knowledge well across all areas,
- Take account of the school's local circumstances and of local and national advice.
- Flexible framework and working document which leaves scope for teams and individual teachers to introduce well-considered innovations to meet the needs of all learners and for the school to keep it under review to ensure it is fit for purpose.

### What exactly are we going to do?

Collate opinions on our current curriculum via forms as a starting point.

Revisit the purpose and principles of the Curriculum for Excellence and consider how these are shared across the school – staff meetings.

Identify great practice across the school – via learning visits, pupil groups, QA calendar.

Evaluate current curriculum via a curriculum audit.

### Who will lead this?

Brian – HT, create and send form during Term 2.  
LM – during senior assemblies we will collate individual pupil responses regarding our curriculum.

SLT – staff meetings throughout the year.

SLTY ongoing throughout the year. QA visits to start from T3.

School staff – Term 2 survey.

As above.



Gather views from children, parents and the wider school community on what they feel the key features are that bring the curriculum 'alive'.

Create a refreshed set of "aims" for the school to align with our vision and values.

Create a whole school google site showcasing what learning will look like from N-P7 at New Machar School. This will be a one stop hub of information and resources for parents/pupils to access.

Whole School community to be involved with this – SLT to lead.

SLT to lead the launch – this will be a platform for staff to contribute to throughout the session and into the future.

**Expected resource needs (including costings if applicable)**

**Challenges to implementation**

- Lack of response from surveys.
- Staff meetings changing themes for unknown circumstances
- QA calendar – events may be missed due to staffing, schedules, absences.
- Not everyone will be confident using Google.
- Difference of opinions for Aims.
- Time.

## In-depth action plan #2

Increase attainment within Literacy.

### Linked to QIs/Themes

2.2/3.2/2.2

### 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)

- 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 literacy.

### 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 – this will be shared during departmental meetings and will be a focus for QA Classroom observations.

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

We will use feedback effectively to inform and support progress in learning. Our pupils know how

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

SLT will lead collegiate times to develop shared expectations

Whole school approach/Class teachers

|   |  |
|---|--|
| <p>they are progressing and can share their learning confidently.</p> <p>We will have clear Learning Intentions/Success Criteria, set by both pupils/teacher, which pupils will get feedback on.</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>Review of literacy planning</p> | <p>Through QA visits/Peer monitoring, staff will work together in developing effective feedback. SLT led sessions on providing good, quality feedback.</p> <p>SLT to leave 2X30 min departmental meetings per term to focus on moderation within stages/levels.</p> <p>SLT</p> <p>Moderation activities completed by all staff.</p> <p>SLT to work with teaching staff to review literacy planners – consider similar approach to highland planners.</p> |
|---|--|

**Expected resource needs (including costings if applicable)**

- Challenges to implementation**
- Teachers may lack confidence in their approach to teaching literacy – especially if they are in a new stage.
  - Teachers may be 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
  - Pupils may find it challenging to apply comprehension/grammar skills into writing.

## In-depth action plan #3

Increase Health and Wellbeing learning opportunities

### Linked to QIs/Themes

3.2, 3.1, 2.4, 2.3, 2.1

### 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)-

- Improve the overall wellbeing of pupils, staff and the school community.
- Strengthen support networks available for pupils to access if required.
- Develop skills out of the classroom relevant for future work.
- Allow pupils to voice their views/opinions in a clearer manner
- Allow for earlier intervention if required to support pupil wellbeing.

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

All classes to engage with loose parts play at least once a week to encourage outdoor play.

Training organised with Learning through Landscapes organised for December to assist staff with the school den building kit.

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

Class Teachers

HT to organise, CTs to attend training and feedback.

|   |   |
|---|---|
| <p>All classes to plan and organise a session in the local woods to encourage risk taking and team building skills.</p> <p>Increase pupil voice during year group assemblies – linked to SHANARRI. This will allow us to track pupil wellbeing and identify next steps.</p> <p>Increase opportunities for pupils to access small group opportunities to work on anxiety, build positive relationships and trust – nurture room with PSA/DHT.</p> <p>Build on existing links with external agencies to support families/pupils in need of help.</p> <p>Work towards our Digital Wellbeing award.</p> | <p>SLT to support – CTs to plan to ensure skills and learning is relevant for the class.</p> <p>SLT to lead during assemblies (small groups/years only)</p> <p>LR (DHT) to work with trained PSA.</p> <p>Work with the Family Learning Development worker from Aberdeen City Council to support our most vulnerable families.</p> <p>Access more support through charities, SW and the local authority for families who are struggling at home financially.</p> <p>SLT/KD</p> |
| <p><b>Expected resource needs (including costings if applicable)</b></p>  |   |
| <p><b>Challenges to implementation</b></p> <ul style="list-style-type: none"> <li>- Staff confidence and knowledge of loose parts. Purposeful learning.</li> <li>- Lack of resources during assemblies.</li> </ul>  |   |

## 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 2020-2021

| Key priority 2020-2021  | Key actions undertaken   | Impact   |
|---|--|--|
| <p>Improving creativity within learning and teaching, focusing on IDL learner experiences (with a digital focus)</p>  | <p>Increase in the use of Google Classroom within P5-P7 classes for literacy-based activities.</p> <p>All staff engaged with Google for Education Fundamental training.</p> <p>Established Tech Team to provide daily support in class for both pupils/staff when using new digital technologies.</p> <p>Protected departmental meetings to plan creative, cross-curricular lessons.</p> <p>Whole school Context for Learning into year 3</p>  | <p>Most staff more confident using Google for Education and an increase in pupil usage.</p> <p>Better staff understanding of some features of Google but not all have completed the training. Increase in the use of Jamboards across the school.</p> <p>Increased pupil ownership of digital technology.</p> <p>Consistent approach to planning, greater coverage of the curriculum and staff planning collaboratively.</p> <p>Progression of skills being taught</p> |
| <p>Increase whole school writing attainment and moderation and improve the use of tracking and data to identify specific targets for all pupils – employ effective interventions to address specific gaps/barriers to learning.</p> | <p>Our explanations and instructions in the teaching of writing will be clear – this will be shared during departmental meetings and will be a focus for QA Classroom observations.</p> <p>We will use skilled questioning and engagement to regularly enable higher-order thinking skills in literacy/writing.</p> <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 clear Learning Intentions/Success Criteria, set by both pupils/teachers, which pupils will get feedback on.</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>Refreshed writing planners based on Highland Literacy approach widely used across the school and has enabled teachers to plan and assess consistently.</p> <p>Work required on this.</p> <p>Feedback improving across the school, however still require a consistent approach.</p> <p>Planning formats allowed for this – staff supported with the use of core targets.</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>Refreshed assessment policy went live from Term 2. This will provide the school with formal assessment data for Reading (Accelerated Reader for P5-P7, Rising Stars P2-4, EL for P1), Writing (whole school planners) and Numeracy (P2-P7 Rising Stars). Results will be added to a refreshed school tracker – linked to a 5 point scale relating to pupil progress.</p>  | <p>Tracker shared with staff, attainment meetings support teacher judgement.</p> <p>5-point scale working well as staff have a broader spectrum of range to consider when looking at progress. Rising star assessments have provided us with some data, however for some stages they are not working. We need to investigate how we can support all year groups</p>   |
| <p>Develop nurturing approach across the school to close the attainment/poverty for individual learners.</p> | <p>Identify ACEs that are impacting on progress of individuals. Identified gap in health and wellbeing of identified pupils. Lack of parental ability to support homework, arrival at school on time, behaviour strategies</p> <p>Whole school approach to family nurture required to ensure early intervention and prevention for individual pupils. In our nursery, care plans are kept for every child and additional support plans for the children that require. Induction and transitions are high priorities and continue to be well planned and accessible to all parents and children. 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. Whole programme of nurture training across the school and nursery staff: resilience, courageous conversations.</p> <p>All classes to engage with the Learning Challenge – Learning Pit. Staff to engage with theory and involve pupils in the creation of a class learning pit. (End of Term 1). From T2, staff to further engage with literature and introduce a Learning Challenge lesson weekly into their timetable to increase confidence using the pit. Reflect and review termly</p> | <p>We increased the use of the nurture room to support some of our most vulnerable pupils. P5 nurture groups identified and worked with DHT to support positive relationships. PSA utilised LIAM training and worked with senior pupils to support anxiety and worry. Staff more aware of data and as a result pupil support has changed to ensure it is based on need. ASN overhaul/Dyslexia approach</p> <p>This has enabled pupils to open about their learning and talk about the different challenges. Fixed mindset difficulties is something that we need to support pupils with. Increased opportunities for pupil wellbeing will support ways forward.</p> |