

Standards and Quality Report 2017-2018 Improvement Plan 2018-2019

School: Greenbrae School

Head Teacher: Anna Royle



At Greenbrae School we work together to provide a safe, happy, nurturing environment and encourage an ambitious, confident and creative ethos to allow pupils to achieve their full potential.

Website/blog: <http://www.greenbrae.aberdeen.sch.uk/>
twitter: @Greenbraeschool

CONTENTS

PART ONE: Standards and Quality Report 2017-18

- School Context; School Vision, Values and Aims
- Review of School Improvement Plan Progress 2017-18
- Pupil Equity Fund - Evaluation of Intervention Impact 2017-2018
- Core Quality Indicator Evaluations 2017-2018
- Capacity for continuous improvement statement

PART TWO: School Improvement Plan 2018-19

- Key Priorities informing Improvement Planning - National, Local and Service / School 2018-19
- School Improvement Plan 2018-19 Action Plans
- Pupil Equity Fund Rationale 2018-2019
- Professional Learning QI 1.2 Leadership of Learning 2018-2019
- Summary of Improvement Plan 2018-19 Consultation Process (Including Pupil Equity Funding)

Context of the school:

Greenbrae is a two storey co-educational, non-denominational school which is situated in the Bridge of Don. The catchment area is a mixture of local authority housing, rented accommodation and private developments. New housing developments are underway with some being at the completion stage. The school roll is predicted to consistently grow in the coming years. Session 2016/17 saw the completion of a 2-storey extension to the school, comprising 9 classes this session (11 classes next session) and a gym hall. It was started in January 2016 and was completed in February 2017. During the summer of 2016 and into the new session, the internal area of the existing school was reconfigured and refurbished to accommodate an 80 place Nursery and 4 class areas.

In 2017/18 the school roll stood between 213 and 226. There was a 60 place Nursery at the beginning of the year. By the end of the year our Nursery roll went up to 80. The school had 9 classes, and a morning and afternoon Nursery class. There are 11 classes this session. The Senior Management Team, comprising a Head Teacher, Depute Head Teacher and Principal Teacher of Early Years, lead teaching and support staff. During Term 4 of session 2017/18 we were down a Depute Head Teacher for a month until we were able to recruit a new one. Support for Learning was in operation from August until April in the form of 2 days a week with sessions available for P1-7 in 45 minute slots for both Literacy and Numeracy. SFL is 2 days a week in session 2018/19 with one day allocated for the infants and one day allocated for the upper stages.

Our parents and pupils are encouraged to participate in the life and work of the school and many opportunities have been created for them to become actively involved and engaged in the improvement and Learning Journeys of the school. Together with Parent Consultations (with pupils in attendance) and various Parent/Pupil Councils, we have an open door policy so that parents feel welcome to come into school to discuss issues which may arise in any aspect of their children's education. Our annual pupil/parent audits give them a voice to contribute to improvements and holding parental/community/pupil workshops when creating our new Vision, Values and Aims has meant that it reflects a shared set of beliefs. This has given all stakeholders ownership of this shared vision where we can work together to guide and inform what is on our improvement plan. As always through various communication channels, we keep our parents informed of on-going improvements within the school. Pupils are regularly consulted and views sought. This helps to ensure that the learning experiences are relevant and exciting.

The ASG has been working closely this session on Numeracy moderation. This has focused on familiarisation of the new benchmarking documents whilst using evidence to agree on the standards collaboratively. This will continue next session with a focus on the Learning Intentions and Success Criteria and Moderation will be extended from Writing, Reading and Numeracy to Listening and Talking.

The most recent school inspection took place in June 2013 and the Care Inspectorate reported on the Nursery in March 2017. The reports are available at <https://www.education.gov.scot> and <http://www.careinspectorate.com/type-of-care>

Free School Meal Entitlement

1% of pupils Primary 4-7 registered to receive free school meals during session 2017/18
SIMD (Scottish Index of Multiple Deprivation)

The SIMD profile for Greenbrae School ranges from 2 SIMD to 10 SIMD. In 2017/18, less than 5% of children live in homes which are in the lowest 20% on the Scottish Index for Multiple Deprivation.

School vision statement:

At Greenbrae School we work together to provide a safe, happy, nurturing environment and encourage an ambitious, confident and creative ethos to allow pupils to achieve their full potential.

School values and aims:

Values:

Honesty, friendship, determination, respect

Aims:

Working in partnership with staff, pupils, parents and the wider community we aim to:

- Create a welcoming, secure and nurturing environment for all
- Consistently provide innovative and stimulating approaches to learning and teaching
- Allow every child to feel included, valued and encouraged to achieve his/her full potential
- Have a happy, motivated and enthusiastic school community
- Celebrate the social and cultural diversity within our school
- Promote a high standard of behaviour and mutual respect throughout our school and wider community

The school aims were reviewed during session:2016/17

The school aims will be reviewed during session:2019/2020

Review of School Improvement Plan Progress 2017-2018

2017-2018 Improvement Priority 1: Implementation of the school's new curriculum design, rationale and newly created policies which encompass Literacy, Numeracy and IDL

NIF Priority	NIF Driver
<ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information

HGIOS?4 QIs	
<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 	<ol style="list-style-type: none"> 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability

Impact and Evidence:

- Professional dialogue linked to inter-disciplinary learning and audit documentation indicate all staff have an increased understanding of the totality of the curriculum.
- Collegiate activities indicate all staff have been supported in developing an improved understanding of the key components of curriculum design and rationale
- Monitoring of classroom practice confirms learners are engaging in an improved curriculum experience that promotes equity, raises attainment and provides opportunities to deepen learning with increased pupil led learning.
Professional dialogue and monitoring of planning confirms the minimum expectation documents have supported improvement in planning in literacy, numeracy and health and wellbeing
- Planning and classroom monitoring confirms whole school IDL contexts based on curriculum progressions, with Es and Os being used for planning and benchmarks for assessment are being implemented in all classes
- The engagement of all stakeholders in informing updated, values, vision and aims has resulted in a draft curriculum rationale, defined by the uniqueness of Greenbrae School being implemented by all staff
- Improved planning for learning, ensuring relevance is evident in all classes through classroom monitoring
- Improved staff engagement with progression frameworks is evident as these are being implemented across all curriculum areas in all classes

Next Steps
<ul style="list-style-type: none"> • Finalise curriculum rationale with some updates incorporating technologies and enterprise with full implementation across nursery and classes. • Continue to review curriculum rationale annually to ensure relevance and uniqueness is up-to-date. • All staff to engage in progression frameworks to support planning, assessment and moderation

- Continue into the third year of the Northern Alliance Phonological awareness project
- Continue to use Talkboost for children with Speech and Language developmental delay and train further PSAs
- Purchase of Nessie resource for use with children that have been diagnosed with dyslexia
- All staff to use the ACC curricular progression frameworks.
- Continue to integrate and roll out Reflective Reading strategies in the school and adhere to the newly updated polices and expectations for Literacy and Numeracy created by the Literacy and Numeracy Working groups
- Continue to engage in moderation activities across all stages, school and in line with National model and Quality Assurance and Moderation Support Officer work that will continue to be rolled out next session with a particular focus on Numeracy and Listening and Talking.
- Peer monitoring of Writing of the above in different stages in order to see the progression across the school

2017-2018 Improvement Priority 2: Moderation with a focus on planning Learning, Teaching and Assessment

NIF Priority	NIF Driver
<ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information

HGIOS?4 QIs	
<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 	<ol style="list-style-type: none"> 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability

Impact and Evidence:
<ul style="list-style-type: none"> • Classroom monitoring evidences increased teacher confidence in the use of AiFL strategies to improve learning and teaching in the areas of Literacy and Numeracy • Pupil dialogue indicates almost all learners can talk about the next steps they need to take to progress their learning in literacy and numeracy • Professional dialogue and self-evaluation indicates increased teacher confidence of all in professional judgement in CfE levels attained evident through professional dialogue at tracking meetings and moderation (Pre and Post Self-Evaluation) • Planning (including professional dialogue and feedback) and classroom monitoring evidence confirm increased staff confidence in the use of Es and Os in planning and benchmarks for assessment • Professional dialogue and self-evaluation indicate the work of the 'Leaders of Learning' group has increased staff confidence and use of agreed AiFL strategies across the school

Next Steps:
<ul style="list-style-type: none"> • Develop approaches to assessment more closely informed by the curriculum benchmarks • Continue to develop moderation practices across stages, school and ASG in the area of Numeracy and Writing • Link professional judgement of CFE levels achieved to a more robust evidence base. • Continue to develop our new tracking and monitoring tool to aid the validity of teacher professional judgement in relation to the CfE • When considering achievement of a level, learner evidence will demonstrate breadth, challenge and application. • Extend profiling for all learners from Nursery into P4-7 to develop children and young people's awareness of themselves as learners

2017-2018 Improvement Priority 3: Curriculum Rationale and Design

Raising Attainment in Literacy with a focus on Early Literacy/phonological awareness

NIF Priority	NIF Driver
<p>1 Improvement in attainment, particularly in literacy and numeracy</p> <p>2 Closing the attainment gap between the most and least disadvantaged children</p> <p>3 Improvement in children and young people's health and wellbeing</p> <p>4 Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School Improvement Performance Information

HGIOS?4 QIs	
<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership of management and staff</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p>	<p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement</p> <p>3.2 Securing children's progress (ELC)</p> <p>3.3 Increasing creativity and employability</p>

Impact and Evidence:

- Increased engagement with Emerging Literacy by Early Stages staff. This is evidenced by ongoing attendance at Emerging Literacy training and Network meetings.
- Professional dialogue linked to Emerging Literacy indicates that Nursery and P1 staff have an increased understanding of Emerging Literacy. Appropriate activities are evident in both P1 classes. Ongoing staff engagement with Emerging Literacy is evident through attendance at Emerging Literacy Network meetings and training events.
- Classroom monitoring and professional dialogue confirms increased understanding and engagement of Emerging Literacy by Early Years Practitioners. Classroom observations show that staff are supporting children to develop early literacy skills through play and age-appropriate interactions. Early Years Practitioners have accessed the Early Years Emerging Literacy training. Developmental Overviews are being used in Nursery to identify and track skills strengths and areas for development. These are shared termly with parents and the information is shared with P1 teachers as part of the transition process.
- Emerging Literacy is becoming part of the school's whole school approach to the teaching and learning. Primary 1 and Primary 2/3 Literacy guidelines have been updated to reflect this approach and all Primary 1-3 teachers are using these guidelines to plan for teaching and learning. This is evident in classroom monitoring, jotter monitoring and through learning conversations with pupils.
- All Primary 1 children have made progress across the four key skill areas of Concepts of Print, Oral Language, Phonological Awareness and Pre-handwriting. Results of assessments in these areas (in August, January and May) confirm this. Classroom monitoring by SMT confirms that groupings are informed by the Emerging Literacy assessment information and that staff are providing appropriate differentiation that is developmentally appropriate for each child.

Professional dialogue between SMT and P1 teachers has highlighted that there is an increased engagement with Literacy tasks this sessions, with several children displaying increased confidence with Reading and Writing, working beyond Early Level. SNSA assessments in March confirmed this.

Next Steps:

- Continue into the third year of Northern Alliance Emerging Literacy programme
- Develop a whole school approach to Emerging Literacy, to include staff, parents, families and partner agencies.
- Continue to develop collaboration across the Early Stages to support new staff with implementing an Emerging Literacy approach.

Pupil Equity Fund 2017-2018 (Budget £3,600) Evaluation of Intervention Impact

Plan 1: Nessie Software and Textease

- This was purchased to specifically develop and improve the reading and spelling skills of dyslexic pupils.

Impact and Evidence

- Tracking of CfE data, assessments and professional dialogue of the targeted group indicate the dyslexic pupils targeted for this intervention had a raise of one year in Reading and Spelling age with these tools

Plan 2: Early Talk Boost/Talk Boost (Word Aware)

- Increase acquisition and use of vocabulary of Primary 1 pupils by June 2018, ensuring at least 70% of targeted pupils attain CfE Early level in Listening and talking

Impact and Evidence

- Tracking of CfE data, assessments and professional dialogue of the targeted group indicate pupils are making average to significant progress with 90% of the targeted pupils in P1attaining Early level in Listening and Talking
- The intervention also supports our developmental approach to phonics, using Emergent Literacy approaches. Evidence from Emergent Literacy baseline assessments indicates improved literacy skills in Literacy across all targeted P1 pupils.

Plan 3: Northern Alliance Phonological Awareness resources

- The Northern Alliance Phonological Awareness training entered year 2 in Greenbrae in session17/18 and in order to deliver it effectively there was a need to purchase some new Emerging Literacy Phonological Awareness resources to boost our programme and make it a success.

Impact and Evidence

- By taking a developmental approach to Literacy our staff carried out focused assessments in the key areas of phonological awareness and Pre-handwriting skills. This has allowed teachers to assess the skill levels of pupils and address gaps using a range of developmentally appropriate activities.
- These assessments and interventions continued at regular intervals throughout P1 and P2 to ensure that these foundations of literacy were secure and provided pupils with the necessary reading and writing skills to progress with confidence beyond the early years.

Core Quality Indicator Evaluations – School

Quality Indicator	School Self-Evaluation
1.1 Self-evaluation for self-improvement	4
1.3 Leadership of change	4
2.3 Learning, teaching and assessment	5
3.1 Ensuring wellbeing, equity and inclusion	4
3.2 Raising attainment and achievement	4

Core Quality Indicator Evaluations – ELCC (where appropriate)

Quality Indicator	ELCC Self-Evaluation
1.1 Self-evaluation for self-improvement	4
1.3 Leadership of change	4
2.3 Learning, teaching and assessment	4
3.1 Ensuring wellbeing, equity and inclusion	5
3.2 Securing Children's Progress	4

6	Excellent	outstanding sector leading
5	Very Good	major strengths
4	Good	important strengths with some aspects for improvement
3	Satisfactory	strengths just outweigh weaknesses
2	Weak	important weaknesses
1	Unsatisfactory	major weaknesses

Capacity for continuous improvement statement

Evaluations from the Improvement Planning 2017-18 and a focus on the core QI's indicate attainment is reasonably high and interventions are having a positive impact on learners.

Staff are becoming increasingly more confident and skilled in tracking attainment over time with a view to ensuring that progress is maintained. This, alongside effective moderation processes has allowed staff to agree on the standards with increasing confidence. Barriers to learning have been identified through effective tracking of progress over time.

The Leadership of change is developing more effectively over time with the streamlining of Leaders of Learning groups in session 17/18 having a positive impact and therefore the school is well placed to continue to improve. The pupil voice is very strong through regular Pupil Council meetings, ICT reps and a gardening club.

Staffing shortages and a number of new teaching appointments including losing the well established Depute Head teacher in Term 4 definitely had a negative impact on attainment. However by the end of the session Greenbrae was fully staffed with the appointment of a new Depute Head Teacher.

We are now in a position to take a collaborative approach to driving the school forward with our newly established Vision, Values and Aims, Interdisciplinary Learning (IDL) progression, progressions for all curricular areas and minimum expectation documents.

IMPROVEMENT PLAN 2018-2019

Greenbrae School



PART TWO: School Improvement Plan 2018-2019 - Key Priorities informing Improvement Planning (National, Local and Service /School)

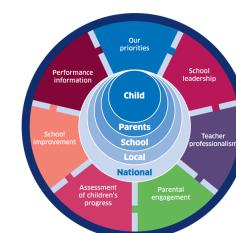


National Priorities	Local Authority Priorities	Agreed service / school priorities
Cross cutting themes	<ul style="list-style-type: none"> • Expand Early Learning and Childcare by 2020. • Utilise Partnership Forums to address the 4 NIF priorities. • Establish Aberdeen as a UNICEF Child Friendly City. • Continue to refine approaches to GIRFEC to improve the outcomes of children and young people 	<ul style="list-style-type: none"> • Expansion of Early Learning and Childcare • Increased collaboration across schools and ASGs • Improvement Methodology
NIF Priority 1: Improvement in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> • Locality Plans seek to increase attainment of children in Priority Areas on entry to P1. 	<ul style="list-style-type: none"> • Numeracy • Early Years' Literacy • Curriculum Design and Rationale (continued)
NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children.	<ul style="list-style-type: none"> • Close the Gap through effective multi-agency working • Increase data literacy at all levels of the system 	<ul style="list-style-type: none"> • Closing the Poverty Related Gap – Measures and Outcomes
NIF Priority 3: Improvement in children and young people's health and wellbeing.	<ul style="list-style-type: none"> • Improve mental health services, decrease rates of teenage pregnancy and reduce instances of bullying • Increase access to high quality play experiences and effectively utilisation of outdoor space • Reduce youth crime • Embed UNCRC Rights agenda across the City and increase pupil participation in decision making 	<ul style="list-style-type: none"> • Adverse Childhood Experiences
NIF Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.	<ul style="list-style-type: none"> • Provide age appropriate employment skills for children and young people in schools • Survey aspirations to sharpen our pre and post school supports • Expand and improve post school learning and employment opportunities for children and young people 	<ul style="list-style-type: none"> • Learner Pathways

2018-2019 Improvement Priority 1:

NIF Priority
1. Improvement in attainment, particularly in literacy and numeracy

NIF Driver
• School leadership



<p>2. Closing the attainment gap between the most and least disadvantaged children</p> <p>3. Improvement in children and young people's health and wellbeing</p> <p>4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p> <p>LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers:</p> <ul style="list-style-type: none"> • Children are safe and responsible • Children are getting the best start in life • Children are respected, included and achieving 		<ul style="list-style-type: none"> • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information <p>The ICS primary drivers have guided the formation of 4 key priorities for action:</p> <ul style="list-style-type: none"> • Closing the Gap • Youth engagement and inclusion • Health and wellbeing • Community safety and environment
HGIOS?4 QIs		
<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership of management and staff</p> <p>1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement</p> <p>3.2 Securing children's progress (ELC)</p> <p>3.3 Increasing creativity and employability</p>
Curriculum for Excellence – Entitlements for all children and young people		
<p>1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.</p> <p>2. Every child and young person is entitled to experience a broad general education.</p> <p>3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.</p>	<p>4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.</p> <p>5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide.</p> <p>6. Every young person is entitled to support in moving into a positive and sustained destination.</p>	

Improvement Priority 1:

Continuation of the implementation of the school's new curriculum design rationale and newly created policies which encompass Literacy, Numeracy and IDL.

Lead Responsible: Anna Royle, Claire Reid, Shona Du Plessis

Partnership Forum (where appropriate):

Expected Outcome(s) for whom, by when, by how much?

- By June 2019, all staff will have increased confidence and working knowledge of all new ACC Curriculum progressions to inform moderation and professional judgement of levels.
- Practitioners will continue to develop their understanding of the totality of the curriculum based on the school's new vision, values and aims.
- Learners experience high quality curriculum pathways where the curriculum is the key driver, promoting equity and raising attainment for all.
- A modified IDL theme planner will be implemented with a greater focus on enterprise, world of work and creativity
- ASG/Whole School/Stage topics to be undertaken throughout the year with a strong element of personalisation and choice, thought provoking starting points and open-ended enquiry.

Uniqueness to local area must be considered as much as possible when planning for IDL.

- By June 2019, all staff will have increased confidence and working knowledge of ACC curricular progressions to inform moderation and professional judgement of levels.
- In reading, all pupils will make progress with attainment in P1, P4 and P7 reaching at least 85% by June 2019
- In writing, all pupils will make progress in levels of attainment: P1 at least 80%, P4 at least 85% and P7 at least 80% by June 2019

Impact Measures How will we know? E.g. Attainment Attendance Inclusion / Exclusion Engagement Participation Consultation; Professional Dialogue Self-Evaluation; HGIOS 4; HGIOURS Voting Tokens	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
		Tasks to Achieve Priority 1a	PEF/ SAC			
<ul style="list-style-type: none"> Quality Assurance by SMT Peer monitoring Staff response to challenge questions and 	<ul style="list-style-type: none"> All teachers to be using whole school context IDL plan along with ACC 		CLPL	HT/ DHT led Staff leadership Group	Oct '18	

<p>audit task.</p> <ul style="list-style-type: none"> • Professional Dialogue and Pupil Conferencing • Ongoing project plans reviewed and updated by Leaders of Learning groups. • Tracking of pupil progress in CFE Observation of pupil engagement and participation (Leuven Scale) 	<p>curriculum progressions.</p> <ul style="list-style-type: none"> • All children to be given the opportunity to participate in stage/level topics with other classes. • All classes to undertake enterprise topic. • All teachers to make links to world of work and creativity as much as possible. 				May '19	
<ul style="list-style-type: none"> • Staff knowledge and confidence with Emerging Literacy approach – engagement in Emerging Literacy training, professional dialogue, classroom monitoring 	<ul style="list-style-type: none"> • Emerging Literacy information given to teachers new to P1 and P2 classes (folders/ meeting with PT) • Key staff attendance at Emerging Literacy training and Network meetings • Whole staff meeting/INSET day – sharing Emerging Literacy approach with all staff • Continued use of Literacy guidelines to support Emerging Literacy approach • P1/2 teachers to engage in 'Talk for Writing' CPD activities (Pie Corbett) 			PT led All Staff	May '19	
<p>Development of a whole school approach to Emerging Literacy – Professional Dialogue, use of approach across the school, all partners engaged with Emerging Literacy activities.</p>	<ul style="list-style-type: none"> • Whole staff meeting/INSET day – sharing Emerging Literacy approach • Completion of Whole School Emerging Literacy audit <p>Curriculum workshops to engage parents/families in Emerging Literacy approach</p>			PT led All staff	Jan '19	

<ul style="list-style-type: none"> Teacher's planning Self-evaluation: HGIOS4; HGIOELCC Nursery / Classroom monitoring 	Collegiate Meeting – Use of literacy progressions in partnership with Es and Os for planning, benchmarks for assessment to support moderation and professional judgement of a level. Link with IDL topics.		CLPL	HT/ DHT led All staff	Oct' 18	
<ul style="list-style-type: none"> ReadingWise – Reading ages of targeted pupils recorded at the beginning and end of intervention. ReadingWise – Targeted pupils have increased level of engagement, participation and accuracy. (Data recorded at each session) Tracking of progress of targets set for targeted pupils in CfE levels in Reading (progression frameworks used) 	Reading ReadingWise resource to be used with targeted groups of pupils in P3. P4 and P5. (Word attack skills)		DHT to train additional PSAs			
<ul style="list-style-type: none"> Professional dialogue linked to moderation of pupils' writing linked to benchmarks. (Recorded at key points across a range of genre) Tracking of pupils' technical skills in writing linked to targets Moderation of pupils' presentation skills across a range of genre Tracking of progress of all pupils on CfE levels in writing Tracking of progress of targeted group in set targets for CfE levels in Writing 	Writing <ul style="list-style-type: none"> Focus on relevant and interesting contexts for all (link with IDL) Ensure a range of writing styles across the year for all Focus on technical and presentation skills across the school Use of progression frameworks and benchmarks for moderation Targeted group -Digital technologies being used effectively to support pupils who find writing challenging 	PEF Resource (Experiences) £	CLPL All Staff		In-Service Day Nov'18	
Tracking of progress in literacy leading to increased attainment	Professional Dialogue – data linked to attendance and engagement of targeted pupils Link with 2.2 curriculum and 2.3 learning, teaching and assessment		CLPL Professional Dialogue	SLT / Class Teachers	May'18 – June'19	

<ul style="list-style-type: none">Pupils' participation in evaluation of learning linked to literacy and numeracy supporting increased engagement in learning (Leuven Scale and pupil dialogue)	Staff engagement in HGIOURS Initial implementation of resource with targeted group of pupils and staff. QI2.2, QI2.3		CLPL Professional Dialogue	SLT / Class Teachers	May'18 – June'19	
---	--	--	----------------------------------	-------------------------	---------------------	--

Improvement Priority 2:

Closing the attainment gap between the most and least disadvantaged children with a specific focus on ASN

NIF Priority

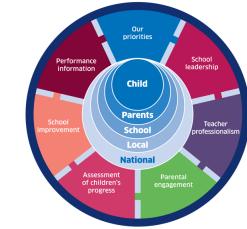
1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations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

LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers:

- Children are safe and responsible
- Children are getting the best start in life
- Children are respected, included and achieving

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information



The ICS primary drivers have guided the formation of 4 key priorities for action:

- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 Management of resources to promote equity

- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

Curriculum for Excellence – Entitlements for all children and young people

1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.
2. Every child and young person is entitled to experience a broad general education.
3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.

4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.
5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide.
6. Every young person is entitled to support in moving into a positive and sustained destination.

Improvement Priority 2:
Closing the attainment gap between the most and least disadvantaged children / young people in School

Expected Outcome(s) for whom, by when, by how much?

Lead Responsible:

Partnership Forum (where appropriate):

Impact Measures How will we know? E.g. Attainment Attendance Inclusion / Exclusion Engagement Participation Consultation; Professional Dialogue Self-Evaluation; HGIOS 4; HGIOURS Voting Tokens	Specific Actions	QI 1.5 Management of resources to promote equity	QI 1.3 Leadership of change	Timescale	Progress
					On Track
	Tasks to Achieve Priority 2	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?
A greater understanding of the importance of target setting for the ASN pupils within the school and higher quality of professional dialogue, impact and next steps as a result	CPD input from Inclusion Team on the creation of IEP and child plan documentation		Inclusion Team	Inclusion Team	October 2018
Transition for pupils unable to access the curriculum back to mainstream	The offer of a therapeutic environment for pupils who are at high risk of exclusion. Working PSAs and the Education Team to look at self-regulation, linking into the curriculum but not an alternative to education; emotional literacy. One –to-one support.	PEF - £1500	SLT Aberlour		January 2019
See above	Community access on a weekly basis for the most vulnerable pupils		Specialist PSAs	Inclusion Team	June 2019
Improvement of Reading age for the pupils with specific needs within the school	Use of digital technologies – Text help, Reading wise, Reading eggs	PEF			June 2109
An increase of at least 5% in the overall Literacy and Numeracy attainment in P1, P4 and P7 by June 2018	0.4 SFL input focussing on the area of Literacy and Numeracy and further training of PSAs with Early Talkboost and Talkboost	PEF			June 2019
Monitoring Progress and Evaluating Impact (To be completed during the course of the session to inform the audit for SQUIP 2019-2020)					
Impact and Evidence: Priority 2					

Pupil Equity Fund Budget Allocation April 2018 - £3200

Pupil Equity Fund Rationale 2018-2019

'All our work to interrupt the cycle of deprivation and its impact on children's progress'.

Rationale of how you plan to use Pupil Equity Funding to provide 'additionality' to core service delivery in new or enhanced activity to close the poverty related gap. A clear contextual analysis which identifies the poverty related attainment gap and plans must be based on evidence of what is known to be effective at raising attainment for children affected by poverty. E.g. EEF (Education Endowment Foundation)

5 Key Areas: Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement; Participation

Achieving Equity - Identified gap(s) to raise attainment; Targeted Interventions; Quintiles / Deciles

We have been allocated £3200 of PEF funding. This is for 3 pupils in SIMD2, all of whom have specific learning or behavioural difficulties and are not achieving what they should be for their age and stage.

As a result of our analysis we have decided to focus our funding towards raising attainment in Literacy and emotional Literacy, targeting particular pupils throughout the school/in the early years who have a significant speech and language and also developmental delays which is having a significant impact on attainment in Literacy.

*Identified areas for PEF Funding 2018-19 identified from our self-evaluation:

- Aberlour – providing therapeutic environment programme twice a week
- Introduction of Reading Wise for all pupils
- Nessie and Textease
- Low ability – high interest reading books

QI 1.2 Leadership of Learning 2018-19 Professional Engagement and Collegiate Working – Leadership at all Levels	
Whole School Initiatives E.g. Working Group; Pupil Groups; Maintenance Areas	Leader(s) Promoted and Unpromoted Staff
Literacy Co-ordinator Numeracy Co-ordinator HWB Co-ordinator	Literacy: Shona du Plessis (PT) and Claire Reid (DHT and QAMSO) supported by Emma Bews (P3/4 teacher) and Daisy Forster (P5/6 teacher) Numeracy: Judy Duncan (P7 teacher) supported by Chris Bridle (P1/2 teacher and QAMSO), Joyce Brown (P1 teacher) and Philip Powell (P6 teacher)
Curriculum Development – Outdoor Learning	Judy Duncan (P7 Class teacher) supported by Alison Clayton (P1 teacher) and Philip Powell (P6 teacher)
Pupil Equity Fund	Anna Royle - HT
My world of work – continue to develop DYW	Claire Reid - DHT
Continuing 1+2 Modern Languages	Anna Royle - HT
Pupil Participation: <ul style="list-style-type: none"> • Pupil Council • House Captains • Engaging in HGIOURS (Pupil Version) 	Pupil Council- 2 pupils from each class P4-7 (run by Emma Philips) Committees (all have 2 reps from P-7) – Gardening (run by Parent group), Charities (run by Shona du Plessis, PT) , Technology (run by Joe Gray, P2/3 teacher and Brian Carney, P4 teacher), Library(run by parent group) House Captains – 8 P7s for the 4 houses (Crathes, Fraser, Drum and Balmoral) managed by Claire Reid, DHT
Nursery and Early Years (Including Transition)	Shona du Plessis (PT)



Global Citizenship Rights Respecting Schools Award Fairtrade	Victoria Smart (P2 teacher) and Emma Philips (P5 teacher)
Inclusion: Development of targeted support practices Autism training and support for teachers and PSAs	Claire Reid (DHT)
Development of Digital Technologies - including website, Twitter account, Google Classroom	Joe Gray (P2/3 teacher) supported by Chris Bridle (P1/2 teacher) and Brian Carney (P4 teacher)

Summary of Improvement Plan 2018-19 Consultation Process (Including Pupil Equity Funding)

Participants	Engagement Event	Date
Staff	May In-Service day Staff meetings in June - School Improvement On-going discussions with SMT	August 2018
Children / Young People	Pupil Council Meeting - Date: Pupil Friendly Plan - developed	October 2018
Parents	Parents – Consultation (Open Day / Evening) Token Voting Parent Council Parent Feedback sheet issued on Improvement Priorities Parent Friendly Version - website	October 2018
Partners and Volunteers	Feedback sheet issued for responses on Improvement Planning	October 2018
Associated School Group	ASG Meeting	October 2018
Partnership Forum Group	ASG Partnership discussing ASG School Priorities	October 2018

Date uploaded onto website

