

IMPROVEMENT PLAN 2019-2020

Greenbrae School



PART TWO: School Improvement Plan 2019-2020 - Key Priorities informing Improvement Planning (National, Local and Service /School)

National Priorities	Local Authority Priorities
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<p>Cross cutting themes</p>	<ul style="list-style-type: none"> ● Expand Early Learning and Childcare by 2020. ● Establish Aberdeen as a UNICEF Child Friendly City. ● Implement the recommendations of the child protection inspection ● Improvement Methodology 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026
<p>NIF Priority 1: Improvement in attainment, particularly in literacy and numeracy</p>	<ul style="list-style-type: none"> ● Locality Plans seek to increase attainment of children in Priority Areas on entry to P1. ● Senior phase /Learner Pathways ● Increase data literacy at all levels of the system
<p>NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children.</p>	<ul style="list-style-type: none"> ● Close the Gap through effective multi-agency working ● 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.
<p>NIF Priority 3: Improvement in children and young people’s health and wellbeing.</p>	<ul style="list-style-type: none"> ● Improve mental health services and understanding of the affects of trauma ● Reduce youth crime ● Increase pupil participation ● 85% of children and young people will report that they feel mentally well by 2026.
<p>NIF Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p>	<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 ● 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.

Overview

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

NIF Driver

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



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

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	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
1.2 Leadership of learning	2.2 Curriculum	3.2 Raising attainment and achievement
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Securing children’s progress (ELC)
1.4 Leadership of management and staff	2.4 Personalised support	3.3 Increasing creativity and employability
1.5 Management of resources to promote equity	2.5 Family learning	
	2.6 Transitions	
	2.7 Partnerships	

Curriculum for Excellence – Entitlements for all children and young people

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| <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 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 <i>Curriculum for Excellence</i> can provide. 6. Every young person is entitled to support in moving into a positive and sustained destination. |
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Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy

Lead Responsible: DHT and PT

Partnership Forum (where appropriate):

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

- **By June 2020, a consistent approach in learning and teaching for pupils will be embedded across all classes**
- **By June 2020 85% of pupils in P1, P4 and P7 will have achieved expected levels in Numeracy and Literacy with a particular focus on Writing**
- **By June 2020 a relevant and progressive curriculum across all curricular areas will be in place for all learners in the Nursery and school**

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress
			Time Resource	School Budget Resource £			On Track
Audit and evaluation of the IDL plans	2.2	IDL plans to be reviewed. Learners to have more influence on topics covered to promote personalisation, choice, relevance	Nov Inset		DHT	June 2020	Behind Schedule
Evidence from pupil portfolios used to aid teacher professional judgement of level achieved	2.3	Focus on the delivery and resourcing of Numeracy and Problem solving.	ASG moderation 15 hours		All staff SMT Numeracy group	June 2020	Not Actioned
Sampling of jotters, ongoing class work and pupil focus group discussion/consultation	2.2	Look at additional/alternative mathematics schemes which are more progressive and holistic with a view to worksheets only being used a supplementary/consolidation resource.			HT Numeracy group		
Classroom observations/monitoring (SMT and peer)	2.2	More focus on relevant and current contexts and topics for	Nov Inset day		Literacy group	June 2020	

		writing. Review of the writing policy	Leaders of Learning time		SMT		
	3.3	Digital technologies to be used more effectively to support children who find writing challenging			Technologies group	June 2020	
Planning meetings	2.2	Develop a whole-school approach to Emerging Literacy	Feb Inset Day		PT	June 2020	

Monitoring Progress and Evaluating Impact
(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)

Impact and Evidence:

Pupil Equity Fund Budget Allocation April 2019 - £6000

Pupil Equity Fund Rationale 2019-2020

‘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)

Five 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 £6000 of PEF. This was for 5 pupils, 3 of whom have since left the school. The other 2 are in SIMD band 10, one of which is the highest attaining pupil in his year group. The other pupil would benefit from Aberlour family support at home for his mother whom has learning difficulties. Support with basic parenting skills would be very helpful here. There are a group of children who would also benefit from accessing Adventure Aberdeen resources. We have been quoted for horse riding sessions for these children.

Analysis of data indicates Pupil Equity Funding will be used provide additional resources to support gaps in: (re-word to suit)

Aberlour – providing support at home with parenting skills
Nessie and Textease
Adventure Aberdeen horse riding sessions
Dyslexia resources – Fast forward and phonic readers

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

Lead Responsible: Head Teacher

(See PEF Spending Plan for continuation items)

Partnership Forum (where appropriate):

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

- By June 2020, data will indicate an increase in engagement and participation in learning for all targeted children

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress
			Time Resource	PEF £			On Track
							Behind Schedule
Not Actioned							
Regular review of IEP's during termly Meeting Learner Needs meetings	2.4	Input on setting SMART targets on IEP and carrying out wellbeing assessment on Child's Plan	Curriculum development meeting		All staff	June 2020	
Feedback and audits from pupils and parents	2.3	Individual profiling for all children - pilot		£600	SMT		
Regular PSA meetings	3.1	Training for PSA's on autism, nurture/attachment and Emotion works and Dyslexia as recommended by EP			DHT		
Baseline measures – Literacy and Numeracy Tracking progress across interventions CfE attainment data/whole school and nursery tracker	3.2 2.2 1.2	Continue with structured PSA and SFL groups for targeted groups of children Twice yearly analysis of attainment tracking data to identify al gaps in pupil attainment			HT		
Multi agency meetings	2.5	Aberlour family input to provide parental support		£3200	DHT		
Multi agency meetings	3	Adventure Aberdeen		£1000	DHT		

Monitoring Progress and Evaluating Impact

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Impact and Evidence:

Overall Pupil Equity Funding Planned Expenditure

		Details – Resources and Staffing	Approximate Cost £
Literacy			
Reading	Nessie		£180
Writing			
Listening and Talking			
Numeracy			
Numeracy			
HWB			
HWB	Aberlour		£3200
	Adventure Aberdeen		£1200
	Bounceback		£380
	Mathletics		£1265

Staffing		
Additional		
	Total	£6045

Improvement Priority 3: Improvement in children and young people’s health and wellbeing

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

- Improved learning experiences in Health and wellbeing for all pupils through discrete learning by July 2020

Lead Responsible: SMT and Health and Wellbeing Leaders of Learning

Partnership Forum (where appropriate):

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress
			Time Resource	School Budget Resource £			On Track
Teacher confidence questionnaire Teacher planning and assessment Sampling pupil work	1.3 2.2 3.1	Evaluation of HWB programme Health and Wellbeing Policy	Curriculum development meetings		SMT	June 2020	On Track
Pupil focus groups	1.3	Wellbeing indicators linked to our OSCAR awards Pupils to become familiar with the H&WB indicators	Inset Day November Assemblies and OSCAR awards		All staff		Behind Schedule
Pupils engaging with the vision, values and aims	3.2	Visio, Values and Aims to go up in the hall	Assemblies		SMT	June 2020	Not Actioned
Raising the profile of Health and Wellbeing	3.1	Whole School Health focus			SMT and Health and Wellbeing Leaders of Learning		
Pupils to become aware of the Shanari Health and Wellbeing indicators	3.1	Roll out of JIGSAW resource and Bounce back mental health	Leaders of Learning and staff development meetings	£1000 PEF	SMT and Health and Wellbeing Leaders of Learning	June 2020	

Silver Award UNCR	3.3	The Rights Respecting roll out	Leaders of Learning		Health and Wellbeing Leaders of Learning	June 2021	
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Monitoring Progress and Evaluating Impact

(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)

Impact and Evidence:

Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people
Lead Responsible: DYW leaders of learning & SMT
Partnership Forum (where appropriate):

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

- All staff have an increased confidence in planning and delivering the curriculum for pupils linked to the world of work by June 2020
- By June 2020, all pupils engage in opportunities developed through the curriculum and linked with the DYW agenda
- All children increase their engagement in curriculum planning linking with skills and attitudes across the 4 contexts for learning by June 2020

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress
			Time Resource	School Budget Resource £			On Track
Range of engagement of business partners	2.2	Plan creativity focus week early in Term 1 with outside agencies	Term 1		SMT	June 2020	Behind Schedule
							Not Actioned

Pupil profiling and use of the online tools	2.2	Continue to pilot My World of Work programme and roll out from P7 into P5 & P6	Curriculum development meetings		DHT	June 2020	
Teacher's planning	2.3	Collaborative curriculum planning continued to be rolled out by incorporating enterprise themes in our IDL	May inset Day		All staff	June 2020	
Progression of skills from Early to Second Level		Plan from the progression of skills for learning life and work	Nov inset day		SMT and Leader of learning	June 2020	
Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i>							
Impact and Evidence:							

Q1 1.2 Leadership of Learning 2019-20 Professional Engagement and Collegiate Working – Leadership at all Levels	
Whole School Initiatives / Maintenance Areas	Leader(s) Promoted and Unpromoted Staff
Literacy Co-ordinator Numeracy Co-ordinator	Literacy: Shona du Plessis (PT), Alison Miller (P7 teacher), Claire Sneddon (P3/4 probationer) Numeracy: Claire Taylor (DHT) Emma Bews (P3 teacher), Kerry Bremner

	(P3 teacher)
Learning Technologies	Chris Bridle (P1 teacher), Joe Gray (P5/6 teacher)
Pupil Equity Fund	Anna Royle – Head Teacher
Continuing 1+2 Modern Languages	Joyce Brown (P2 teacher)
My world of work – continue to develop DYW	Brian Carney (P4 teacher), Phil Powell (P6 teacher)
Eco Group	Alison Clayton (P1 teacher), Alison Miller (P7 teacher)
Health and Wellbeing	Victoria Smart (P2 teacher) supported by Emma Philips (P5 teacher)
<p>Pupil Participation:</p> <ul style="list-style-type: none"> • Pupil Council • House Captains • Gardening • Charities committee • Digital technology • Librarians <p>Engaging in HGIOURS (Pupil Version) – YLOL</p> <p>Inclusion: Development of targeted support practices Autism training and support for teachers and PSAs</p>	<p>Pupil Council- 2 pupils from each class P4-7 (run by Emma Philips)</p> <p>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, P5/6 teacher and Chris Bridle, P1 teacher), Library(run by parent group)</p> <p>House Captains – 8 P7s for the 4 houses (Crathes, Fraser, Drum and Balmoral) managed by Claire Reid, DHT, Young Leaders of Learning pilot run by Emma Philips (P5 CT)</p> <p>Claire Reid DHT – Inclusion lead</p>



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