



STANDARDS & QUALITY REPORT AND
IMPROVEMENT PLAN

FOR

LAIRHILLOCK SCHOOL AND NURSERY



Aberdeenshire Council Education & Children's Services

"Education & Children's Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire.

E&CS Services

Aberdeenshire Council and Education and Children's Services is committed to improvement through effective self-evaluation. The significant relationship between effective self-evaluation and school improvement can also be seen as an "inwards, outwards, forwards" approach to help you and your partners answer the questions which remain at the heart of self-evaluation:

- How are we doing?
- How do we know?
- What are we going to do now?

Effective self-evaluation involves a level of reflection and critical enquiry which is best achieved through a blend of internal and external analysis. Making sound judgements about the impact on learners should be central to self-evaluation.



1. Context of the School

<ul style="list-style-type: none">• Values and vision of the school
<p>Aims</p> <p>At Lairhillock School and Nursery we develop young people's skills for learning, skills for work and skills for life and develop a common vision shared by the young people, parents, staff and the wider community by:</p> <ul style="list-style-type: none">• fostering a culture of ambition, continuous improvement and high achievement for all• fully engaging all young people in the highest quality learning experiences• working in partnership with parents to improve outcomes for learners• promoting well-being and resilience• developing confidence alongside respect for all• developing high quality leadership at all levels <p>(Reviewed and updated August 2016)</p> <p>Mission Statement</p> <p>Through our aims we endeavour to provide each of our pupils with an enjoyable, quality experience which in turn will prepare them to be successful learners, confident individuals, responsible citizens and effective contributors to society and at work.</p> <p>(Reviewed May 2015)</p> <p>Our Aims and Mission Statement have been compiled in consultation with the children, parents and staff of Lairhillock School.</p>
<ul style="list-style-type: none">• Ethos of the school and wider learning community
<p>Ethos and Life of the School</p> <p>Developing a positive ethos lays the foundations on which to build learning and teaching. Our curriculum offers a broad range of learning experiences, taking in to account the needs and interests of our pupils, families and community.</p> <p>Children's opinions and ideas are listened to and valued through our Pupil Council, Rights Respecting School, Eco, Health and Fairtrade work. Children are encouraged to be involved in developing the work of the school, thus having a positive impact on school improvements. There is a mutual sense of trust, respect and shared values and aims.</p> <p>Opportunities for Personal Achievement</p> <p>Through our Achievement Book and assemblies we share and celebrate achievements within and outwith the school environment, sharing in each other's successes and achievement. A range of pupil successes are shared with parents, families and the wider community through our monthly newsletters. Through our Pupil Profiles, children are being encouraged to reflect on their progress and identify next steps in their learning, thus becoming independent and responsible learners. Extra-curricular activities and clubs are being developed to maximise opportunities for our pupils to actively engage in a wide variety of activities, encouraging the development of skills and knowledge in a wider context.</p> <p>Teaching and Learning</p> <p>Our curriculum at Lairhillock School is designed to develop the whole child, encouraging our pupils to become confident individuals, responsible citizens, successful learners and effective contributors.</p> <p>Learning is a process with a start point and from that any number of end points, depending on what a child is learning and what stage of learning they are at. Where learning is at its strongest a child is either developing or mastering new knowledge. Our drive is to identify, support and challenge all of our pupils at all stages of their learning to maximise their individual potentials.</p> <p>We have a responsibility to provide all of our children with a Broad General Education from pre-school to Primary 7, whilst preparing them for their S1-S3 Broad General Education at secondary school. At Lairhillock School we use well</p>

planned programmes following the 7 design principles of Challenge & Enjoyment, Personalisation & Choice, Progression, Coherence, Relevance, Breadth and Depth. Active learning is encouraged both inside our classrooms and using the outdoor learning environment. Our children are given opportunities to cover the full range of experiences and outcomes across all 8 curricular areas.

Our curriculum allows flexibility to cater for pupil, family and community needs and interests. Opportunities for interdisciplinary learning will be planned where possible, maximising the teaching and learning experiences for our young learners, encouraging transfer of skills and knowledge across all curriculum areas.

Alongside many of the Stonehaven Cluster schools, we deliver our Expressive Arts, Social Studies, Science and Technologies Outcomes and Experiences on a three year rolling programme. The themes used to deliver these are appropriate for the pupils, families and community at the time of teaching.

Children are involved in planning their learning experiences, thus enhancing the depth and breadth of our curriculum. Through support from our parents with gardening, baking and craft activities we will enhance the development of essential life skills as well as encouraging positive social interactions.

If children do not know what they are learning how can they assess their progress towards it? It is also important to inform parents and carers so that they can support the learning when the children are away from the school environment.

As well as sharing the Learning Intentions and Success Criteria, teachers discuss learning with groups and individuals, allowing them regular time for reflection. This provides children with opportunities to talk about their learning and understand what will help them continue on their learning journey. The teacher carefully records this learning so they can monitor and facilitate progress. These records then inform future planning.

Teachers carry out continuous assessment as part of their daily practice to ensure that learning activities are meeting the needs of their pupils and extending and developing learning. Assessment results are used to track pupils' progress, inform planning, direct future learning and teaching activities and for reporting purposes.

The overall purpose of assessment is to support learning. Staff at Lairhillock School use a variety of formative assessment techniques in teaching the children how they can improve upon their current standards of work. This applies to all pupils, regardless of ability and ensures that opportunities to progress and achieve are fair and inclusive.

Getting it Right for Every Child (GIRFEC)

Getting it Right for Every Child is the Scottish Government's programme that aims to improve outcomes for all children and young people.

Taking care of our children's well-being and making sure they are alright - even before they are born - help us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

The Getting it Right approach looks at eight areas of 'well-being'. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. The eight wellbeing indicators are:

Safe	Healthy	Achieving	Nurtured
Active	Responsible	Respected	Included

Support for Learners

Many children will face barriers to their learning at some time in their school career. These may be short or longer term and for a variety of different reasons. If a pupil is identified as requiring additional support then pupils, parents and staff are involved in helping identify specific needs and what intervention support strategies are appropriate and developing support plans as appropriate.

The majority of children who require support will be supported through the use of staff and resources available within the school. On occasions it is necessary to work in partnership with other agencies e.g. school doctor, educational psychologist, intervention and prevention teacher, pupil support worker, Child and Family Mental Health, social work, health visitor.

- SIMD

All of our pupils are in deciles 7 to 10. With over 99% being at 8 or above.

- Overall strengths of the school

The strengths identified by parents in June 2016:

Community

- Great sense of community and community support
- Strong parent/teacher relationships
- Community building
- Good community spirit

Ethos

- Inclusion of all students
- Ethos of the school
- Treat pupils as individuals and attention to personal needs of the child
- Warm and friendly environment, with lots of parents willing to help.
- Openness
- Open door policy
- Small classes and close knit feel
- Composite classes

People

- Interaction between classes/years
- Staff who care
- Vision/leadership
- Well supported by a strong Parent Council
- Hard working teachers and support staff
- Pupils & Staff
- Quality of teaching – well motivated, hard working
- Friendly and approachable staff
- Accessibility of staff team for parental communication
- Everyone works together
- Strong, open and engaging teaching staff, always willing to hear both child's and parent's opinions and views. This combined with strong leadership and caring support and office staff creates a great, structured environment which allows the children to flourish, build confidence and enjoy and be proud of their school.

Facilities/Resources

- Excellent school facilities
- Outdoor classroom
- Facilities

Other

- Healthy lunches

2. How good is our

How good is our leadership and approach to improvement? 1.3

Evaluation: Excellent, Very Good, Good, Satisfactory, Weak, Unsatisfactory
Good
Strengths <ul style="list-style-type: none">• Staff discuss progress with children on a regular basis, allowing both sides to identify next steps• Children are encouraged to reach their full potential by all staff working with them.• All children are members of pupil groups and have a say in what they want to take forward in school• The school Vision Values and Aims are revisited by the school community to ensure they are relevant for the current population.• Staff engage in CLPL relevant to the needs of the school, children and themselves• Teachers engage in development work across the curriculum• Teacher leading Numeracy as part of the Effective Learning & Teaching in Numeracy & Maths sessions• Teacher and Head Teacher leading Literacy through the Northern Alliance Raising Attainment in Literacy: Emerging Literacy• Teacher leading 1+2 development across the school• Staff take responsibility for aspects of school life e.g. Sustainability groups, library, Bikeability, Race for Life, lunchtime activities• Supportive parents leading baking, gardening and craft activities• GTCS Standards discussed at most collegiate meetings• Staff review the school improvement plan with the Head Teacher to record progress and action still to be taken• Detailed quality assurance calendar that identifies responsibilities is shared with staff and monitored by Head Teacher, including monitoring of teaching and learning• Opinions are actively sought from pupils and parents and shared with the community when collated.• Pupil attainment in Literacy, Numeracy and Health and Wellbeing are tracked and monitored.• Appropriate annual review of support staff and teachers is carried out by Head Teacher• Cluster CLPL is in place in Lairhillock for 'Skills' and 'IDL' across stages and Cluster and Partner Provider CLPL for nursery colleague in digital technologies.• Working Time Agreement agreed with teachers and adhered to
Next steps
<u>Progress of adopted and 'looked after' children and young carers</u> <ul style="list-style-type: none">• regular discussions with staff and individual pupils• tracking of progress in all curricular areas• access additional resources/agencies if required• additional engagement of parents/carers
<u>Staff</u> <ul style="list-style-type: none">• Head teacher to lead further engagement with NIF Priorities and Drivers, HGIOS4 and HGIOELC QIs and GTCS Standards to ensure staff are equipped to take forward quality self-evaluation.• Teachers to lead and deliver curricular events for parents – Literacy, Numeracy and Health & Wellbeing, to give parents a better understanding of what their children experience in school• In line with Education Scotland and Aberdeenshire Authority requirements, develop appropriate tracking and monitoring for other Curricular areas and wider achievement• Further collegiate focus on interpretation and use of standardised assessment results
<u>Pupils</u> <ul style="list-style-type: none">• Children to be given a greater understanding of the four contexts through use of appropriate language across the school• Pupils to lead developments through 'representative classes', giving all the opportunity to experience leadership.• All classes to take forward a charity event/enterprise, again allowing them to experience leadership.

<p><u>Parental engagement</u></p> <ul style="list-style-type: none"> • Through consultation develop a reporting system better suited to sharing learning with parents • Parents to be given a greater understanding of the four contexts through appropriate use of language in communications
<p>How do we know? – reference to:</p> <ul style="list-style-type: none"> • “Looking Inwards” (i.e. sources used for self-evaluation in the school)
<p>Collegiate meeting calendar and minutes Pupil comments and feedback Teacher planning and evaluations Tracking and monitoring – class and school Changes implemented Staff CLPL Classes with specific roles – Eco, Health & RRSA/Pupil Council Pupil led lunchtime groups</p>
<ul style="list-style-type: none"> • “Looking Outwards” (i.e. self-evaluation via collaboration with partners)
<p>Annual parental feedback Parents evaluations after events Parents comments in Pupil Profiles Parent Council minutes Cluster meeting minutes Twitter comments</p>

How good is the quality of care and education we offer? 2.3

Evaluation: Excellent, Very Good, Good, Satisfactory, Weak, Unsatisfactory

Good

Strengths

- The majority of learners achieve the expected level within Curriculum for Excellence
- Planned Cluster working to develop greater moderation in Literacy, Numeracy and Health & Wellbeing
- Staff have high expectations of the children and will plan to meet their needs
- Wider achievement is celebrated with the Achievement book and at assemblies
- Pupils are encouraged to record their achievements in their Pupil Profiles
- All children are members of pupil groups and have a say in what they want to take forward in school
- Pupils run lunchtime clubs, act as buddies, organise playground games, take responsibility for equipment
- Staff discuss progress with children on a regular basis, allowing both sides to identify next steps
- A range of methods of assessment are employed
- Regular evaluation of lessons is shared with the Head Teacher to ensure an overview of the school
- Literacy, Numeracy and Health & Wellbeing are tracked across the school. This information is reviewed regularly through professional dialogue and contains predicted levels.
- Detailed quality assurance calendar that identifies responsibilities is shared with staff and monitored by Head Teacher, including tracking of progress
- Staff have a genuine interest in the children and as a result are aware of backgrounds and needs
- ASL support is targeted and fluid across the school
- Strong partnerships with parents and a very hands on Parent Council
- Close working relationships in the school
- Effective engagement with other professionals
- Appropriate information shared at different transition points.
- Good transition links for pupils moving to Cults, Mackie and Portlethen academies
- Head Teacher leads transition for P7/S1 in Cluster schools

Next steps

Pupil Progress

- Closely monitor and track the progress of all children, with a particular focus on the progress of adopted and 'looked after' children and young carers to ensure intervention steps are taken to support as necessary
- In line with Education Scotland and Aberdeenshire Authority requirements, develop appropriate tracking and monitoring for other Curricular areas
- Collegiate engagement with Aberdeenshire Stepping Up Assessment and Moderation Toolkit to enhance school and Cluster assessment and moderation
- Staff development of a new reporting system
 - Create an annual reporting calendar to share with parents
 - Design a new settling in/interim report
 - Class letters/newsletter to inform parents of what will happen that term
 - Trial issuing homework in 4 week blocks to allow families to plan their learning at home
 - Begin using Twitter
 - Roll out 2simple for nursery reporting

Staff training

- Head Teacher has arranged Cluster CLPL in 'Skills' and 'IDL' to support a deeper understanding and support moderation across the Cluster
- Mackie Academy PTs have arranged Literacy, Numeracy and Health & Wellbeing CLPL this will support transition and moderation in these areas
- Teachers will attend Mill O' Forest School IEP CLPL to support in the completion of comprehensive IEPs when required.
- Further collegiate focus on interpretation and use of standardised assessment results

Curriculum development

- Develop our Digital Technologies curriculum to better meet the needs of the 21st Century through the appointment of teacher to take forward Digital Technologies and further investment in technology

- Pupils to lead developments through 'representative classes'
- With support from the school 1+2 development teacher, roll out 1+2 across the school through engagement with Power Language Platform resource and collegiate working
- Continue to engage with Aberdeenshire Progression Frameworks and begin using modified versions as planning tools, ensuring all children are visiting the appropriate Experiences and Outcomes throughout their time in school.
- Develop 'skill' language in class
- Develop 3-year rotations for Religious and Moral Education and Health & Wellbeing
- Continue to develop the curriculum to ensure coverage of appropriate local and global issues with Global Citizenship at the heart of teaching and learning.
- Continue to develop the work of the representative classes (Eco, Health & RRSA/Pupil Council) through the children's ideas and opinions
- Through engaging in the above development move the curriculum from 'good' to 'very good'

Parental engagement

- Develop a more effective way of reporting to parents allowing informed feedback to support pupil progress and curriculum development. The changes will include:
 - Share new reporting system with the Parent Council
 - Reporting information session for all parents in Term 1
 - Reporting Calendar to be shared with all parents
 - Issue "Lairhillock School: Finding Out More About My Child's Progress in Learning: A Guide for Parent"
 - Issue annual information on how to support children's learning at home (3rd year)
 - Continue to develop the Pupil Profiles to share learning – use these as the basis for discussion at Learning Conversation events or send home for parents who cannot attend
 - All classes will have at least one 'open' assembly
 - Regular electronic sharing of information with parents (e.g. 2simple in Nursery and P1-7 Tweeting)

Further collegiate focus on interpretation of standardised assessment results

How do we know? – reference to:

- "Looking Inwards" (i.e. sources used for self-evaluation in the school)

Overview plans
 Lesson planning
 Lesson evaluations
 Assessment
 Tracking and monitoring information
 IEPs
 Professional dialogue
 Dialogue with pupils
 Dialogue with all staff
 Monitoring of lessons – SMT and peer
 Monitoring of pupil work
 Self-nominated entry in 'Achievement Book' and recognition at assembly
 Record of out of school achievements in Pupil Profile
 Feedback pupils receive from adults
 Use of Standardised assessment results P1, P3, P5 and P7
 'Stepping Up our Curriculum' work carried out by teachers identified our curriculum as good.

- "Looking Outwards" (i.e. self-evaluation via collaboration with partners)

Feedback from parents in Pupil Profiles
 Feedback from annual reports
 Dialogue with parents
 Parent evaluation of events
 Annual Parent questionnaires
 Pupil questionnaires

How good is the quality of care and education we offer? 2.6

Evaluation: Excellent, Very Good, Good, Satisfactory, Weak, Unsatisfactory
Good
Strengths
<ul style="list-style-type: none"> Nursery children have opportunities to visit the school over the year, with an increase in term 4 to visit the 'snack trolley' and school playground at break When appropriate and possible nursery attend whole school assemblies Nursery children meet P1 teacher before they start Transition events are run for the parents of new P1 children Teachers visit nurseries for children who do not attend the school When appropriate other agencies are involved in transitions e.g. Nursery/P1, between stages and P7/S1 Children talk about their learning in school with adults and peers Children are encouraged to talk about their learning at home through the Pupil Profiles Head Teacher coordinated P7/S1 transition programme for the Cluster schools. This has a strong focus on team work and pastoral care. The facilitators are from NHS, Police Scotland, CLD, Library Service, Education and local Out of School Club. Extended transition is available to any child who would benefit from this. The school ASL Teacher works both in Lairhillock School and Mackie Academy thus further supporting transitions. For children with ASL needs the ASL teacher meets with colleagues at other secondary schools as appropriate.
Next steps
<ul style="list-style-type: none"> Closely monitor and track the progress of all children, with a particular focus on the progress of adopted and 'looked after' children and young carers to ensure intervention steps are taken to support as necessary Further develop curriculum transition through cross sector CLPL Use Survey Monkey to gather feedback from parents Cluster/cross-cluster events to gather a shared understanding of levels Strengthen links with early years partner providers to assist in smooth transitions for children Continue to engage children in conversation about their progress and next steps In line with Education Scotland and Aberdeenshire Authority requirements, develop appropriate tracking and monitoring for other Curricular areas and wider achievement Continue to engage with Aberdeenshire Progression Frameworks and begin using modified versions as planning tools, ensuring all children are visiting the appropriate Experiences and Outcomes throughout their time in school. Continue to engage with Cluster 3-year rolling programme for Expressive Arts, Science, Social Studies ensuring all children are visiting the appropriate Experiences and Outcomes throughout their time in school. Continue curriculum development to ensure coverage of appropriate local and global issues with Global Citizenship at the heart of teaching and learning. Establish link with school in Ghana through school family. Continue to develop the work of the representative classes (Eco, Health & RRSA/Pupil Council) through the children's ideas and opinions Develop a school 3-year rolling programme for Religious and Moral Education and aspects of Health & Wellbeing to ensure all children are visiting the appropriate Experiences and Outcomes throughout their time in school. Develop a more effective way of reporting to parents allowing informed feedback to support pupil progress and curriculum development.
How do we know? – reference to:
<ul style="list-style-type: none"> "Looking Inwards" (i.e. sources used for self-evaluation in the school)
Parent questionnaires Pupil feedback Staff feedback
<ul style="list-style-type: none"> "Looking Outwards" (i.e. self-evaluation via collaboration with partners)
Facilitator feedback Cluster evaluation

How do we ensure quality, inclusion and promote diversity 3.1

Evaluation: Excellent, Very Good, Good, Satisfactory, Weak, Unsatisfactory

Good

Strengths

- Relationships across the school are positive, with staff being aware of the needs of the individuals
- School has a very strong sense of community and is very well supported by families
- Staff have a good knowledge around individual children and families, resulting in an understanding of what support is most appropriate
- All staff have undertaken equalities training, GIRFEC update and Child Protection sessions
- Children are encouraged to share their ideas through pupil groups, suggestion box, conversations with staff
- Right Respecting Level 2 School, with two classes representing the children's views
- Achieved third Eco School Green Flag, with two classes representing the children's views
- Children are encouraged to share their ideas for taking the school forward
- Children's needs are foremost in planning, with differentiation part of the process
- IEPs are completed as appropriate and updated with parents and pupils
- Regular MAAP meetings are planned regularly
- ASL is allocated on a needs basis and is reviewed regularly with ASL Teacher, Class Teachers and Head Teacher, this includes the allocation of PSA support
- As necessary assistance is sought from outside agencies
- The Cluster Intervention and Prevention Teacher has worked with children for a number of reasons
- Statutory 2 hours of PE per week is implemented across the school
- All classes have input from PE specialist each week
- On days when children do not have PE they 'walk a mile'
- Nursery children are out in the playground almost every day
- P1-7 pupils are out at break/lunch in most weather conditions
- Children run lunchtime groups
- Staff run extra-curricular activities
- Hungry for Success menu is adhered to in school kitchen
- Excellent outdoor facilities used to enhance learning from Nursery –P7
- Appropriate information shared at different transition points.
- Strong transition programme for pupils moving to Mackie from Cluster schools
- Whole school positive behaviour policy in place and adhered to. The children are aware of the rewards and sanctions.
- Children devise a class charter each year.
- All classes take on responsibility for a charity to promote Global Citizenship.

Next steps

Health

- All classes to have one session of PE per week with PE Specialist
- Continue to develop outdoor learning, including nursery staff to visit settings recommended by 'My World Outdoors'
- Extend the nursery playground to provide more space for the children and outdoor developments – nursery gardening, outdoor kitchen/role-play area
- Use the language of Wellbeing Indicators with the children

Equality & Inclusion

- Particular focus on adopted and 'looked after' children and young carers to ensure they are reaching their full potential through:
 - regular discussions with staff and individual pupils
 - tracking of progress in all curricular areas
 - access additional resources/agencies if required
 - additional engagement of parents/carers
- Through improved reporting, increase opportunities for parents to visit school and share the learning. Learning conversation events encourage parents to come in and share the learning with their children.
- Include the language of the Wellbeing Indicators in class to increase pupil understanding of the terminology

- Continue to focus on Global Citizenship with Children's Rights as a driver through 'Skill' and 'IDL' CLPL and curriculum development work
- Update RME policy and curriculum plan for whole school
- In the nursery setting develop stronger relationships with other early years' settings to share good practice.
- Teachers to engage in CLPL on the completion of IEPs to ensure that targets are suitable for the individual and detail the necessary support strategies.

How do we know? – reference to:

- "Looking Inwards" (i.e. sources used for self-evaluation in the school)

Regular dialogue across the school –pupils and staff
 Pupil questionnaires
 Staff meetings & dialogue
 Teacher/adult judgement – based on sound knowledge of the individuals
 Planning and Lesson evaluations
 Assessment – formative and summative
 Tracking and monitoring – individual, class and school
 IEP targets being met or updated as required
 Pupil work
 Displays

- "Looking Outwards" (i.e. self-evaluation via collaboration with partners)

Dialogue with parents
 Parents feedback from annual questionnaires
 Parents' feedback in Pupil Profiles
 Feedback from open sessions
 Multi agency meetings
 Feedback form partner agencies

How good are we at improving outcomes for all our learners? 3.2

Evaluation: Excellent, Very Good, Good, Satisfactory, Weak, Unsatisfactory

Good

Strengths

- Curriculum Rational created in consultation with school community. Reviewed by parents June 2016.
- Curriculum is undergoing a refresh – started 2015-2016
- Most of the Cluster primary schools use a three-year rolling programme for Expressive Arts, Science, Social Studies and Technologies
- Staff have a good knowledge around individual children and families, resulting in an understanding of what support is most appropriate
- Planning and evaluation is shared regularly with Head Teacher, with teacher evaluations used to inform next steps
- Class teachers and Additional Support for Learning Teacher work closely
- As required, detailed IEPs are drawn up with input from all stakeholders
- Pupil Support Assistants are deployed effectively and flexibly
- Nursery children have opportunities to visit the school over the year, including 'snack trolley', assemblies and P1 class.
- Children from Partner Providers are invited to attend the school before moving up. P1 teachers visit these children at their nurseries.
- When appropriate other agencies are involved in transitions e.g. Nursery/P1, between stages and P7/S1
- Head Teacher coordinated P7/S1 transition programme for the Cluster schools. This has a strong focus on team work and pastoral care. The facilitators are from NHS, Police Scotland, CLD, Library Service, Education and local Out of School Club.
- Extended transition is available to any child who would benefit from this.
- The school ASL Teacher works both in Lairhilllock School and Mackie Academy thus further supporting transitions.
- For children with ASL needs the ASL teacher meets with colleagues at other secondary schools as appropriate.
- Appropriate information shared at different transition points with pupils, parents and professionals
- Strong transition programme for pupils moving to Mackie from Cluster schools
- Information sessions are run for parents on appropriate themes as required.
- Parents see the open door policy and accessibility of teaching staff as an asset
- Children run lunchtime groups
- Staff run extra-curricular activities
- Active Schools Coordinator supports taster sessions in school and out of school activities.
- Teacher leading Numeracy as part of the Effective Learning & Teaching in Numeracy & Maths sessions
- Teacher and Head Teacher leading Literacy through the Northern Alliance Raising Attainment in Literacy: Emerging Literacy
- Teacher leading 1+2 development across the school

Next steps

Attainment

- Particular focus on adopted and 'looked after' and young carers children to ensure they are reaching their full potential through:
 - regular discussions with staff and individual pupils
 - tracking of progress in all curricular areas
 - access additional resources/agencies if required
 - additional engagement of parents/carers
- Through consultation develop a reporting system better suited to sharing learning with parents, improving home school links and allowing improved all round support for the pupils.
- Teacher engagement in 'Skill' and 'IDL' CLPL will de-cluttering the curriculum and allow planning to be more holistic
- Teacher engagement in Literacy, Numeracy and Health & Wellbeing CLPL will help moderate across the Cluster and support the smooth transition from primary school to secondary school.
- Additional training for teachers in the completion of IEPs will ensure the documents are effectively supporting

the progress of individuals and of a similarly high standard across the Cluster

- Develop appropriate tracking and monitoring for other curricular areas and wider achievement.
- Collegiate engagement with Aberdeenshire Stepping Up Assessment and Moderation Toolkit to enhance school and Cluster assessment and moderation
- Head teacher to lead further engagement with NIF Priorities and Drivers, HGIOS4 and HGIOELC QIs and GTCS Standards to ensure staff are equipped to take forward quality self-evaluation.
- With the support of the school 1+2 Development Teacher, roll out 1+2 across the school through engagement with Power Language Platform resource and collegiate working, giving all children access to a second language
- Continue to engage with Aberdeenshire Progression Frameworks and begin using modified versions as planning tools, ensuring all children are visiting the appropriate Experiences and Outcomes throughout their time in school.
- Update RME policy and curriculum plan for whole school
- Through engaging in the above development move the curriculum from 'good' to 'very good'

How do we know? – reference to:

- “Looking Inwards” (i.e. sources used for self-evaluation in the school)

Overview plans

Lesson planning

Lesson evaluations

Assessment – formative and summative

Tracking and monitoring information – class and school

IEPs

Professional dialogue

Dialogue with pupils

Monitoring of lessons – SMT and peer

Monitoring of pupil work

Self-nominated entry in 'Achievement Book' and recognition at assembly

Record of out of school achievements in Pupil Profile

Feedback pupils receive from adults

Use of Standardised assessment results P1, P3, P5 and P7

Staff feedback

- “Looking Outwards” (i.e. self-evaluation via collaboration with partners)

Dialogue with parents

Parents feedback from annual questionnaires

Parents' feedback in Pupil Profiles

Feedback from open sessions

Multi agency meetings

Feedback form partner agencies

Education Scotland – Learning Pathways
Strengths
<ul style="list-style-type: none"> • Relationships across the school are positive, with staff being aware of the needs of the individuals • Staff have a good knowledge around individual children and families, resulting in an understanding of what support is most appropriate • Staff across the school work closely to support all of the children. • Children are encouraged to share their ideas through pupil groups, suggestion box, conversations with staff • Children’s needs are foremost in planning, with differentiation part of the process • IEPs are completed as appropriate and updated with parents and pupils • Regular MAAP meetings are planned regularly • ASL is allocated on a needs basis and is reviewed regularly with ASL Teacher, Class Teachers and Head Teacher, this includes the allocation of PSA support • As necessary assistance is sought from outside agencies • The Cluster Intervention and Prevention Teacher has worked with children for a number of reasons • Children run lunchtime groups, which encourages leadership and cooperation skills • Staff run extra-curricular activities • Appropriate information shared at different transition points. • Strong transition programme for pupils moving to Mackie from Cluster schools • All P5-7 children participate in first aid training • P7 engage in the John Muir Award on their residential trip
Next steps
<ul style="list-style-type: none"> • Teachers will attend Mill O’ Forest School IEP CLPL to support in the completion of comprehensive IEPs when required. • Further collegiate focus on interpretation and use of standardised assessment results • In line with Education Scotland and Aberdeenshire Authority requirements, develop appropriate tracking and monitoring for other Curricular areas and wider achievement • Include the language of the Wellbeing Indicators in class to increase pupil understanding of the terminology
Local Authority – Transitions
Strengths
See QI 2.6 Above
Next Steps
See QI 2.6 Above

What is our capacity for improvement?

Teacher professionalism / opportunities for professional learning
<ul style="list-style-type: none">• Engage in Cluster activities organised by Mackie Academy• Engage in Cluster CLPL organised by Lairhillock School• Engage in appropriate Authority led training• Continue to engage with SALs and progressions• Further training in analysis of standardised assessment• Use GTCS standards, HGIOS4 and 'Aberdeenshire Council Learning , Teaching and Assessment: Professional Curriculum Tool' as a focus for collegiate and personal development• Develop 1+2 across the school
Leadership at all levels
<ul style="list-style-type: none">• Class teacher to take on role of Numeracy Coordinator• Class teacher to be part of the Northern Alliance literacy development team, along with head teacher• All class teachers to be involved in planning and delivering Curricular sessions for parents• Children to engage in enterprise in session 2016-2017• All classes to continue to lead a charity event• All classes to have responsibility for one of the following: Eco, Health or RRS/Pupil Council• Regular Self-evaluation at all levels to identify areas for improvement.
Engagement with parents and partners
<ul style="list-style-type: none">• Share the new reporting calendar• Develop new reporting format• Continue to use the Pupil Profiles• Termly open sessions/parent & child meetings• Open assemblies for parents/community to attend• Continue to provide information sessions for parents• Continue to garner opinions of parents at the end of session and on specific events/aspects of improvement• Continue to share information with parents in as many ways possible to engage the widest audience• Set up Twitter• Use 2simple online reporting for sharing information with nursery parents – use this as a trial for whole school reporting• Continue to try to make community links despite the very rural location of the school – Alzheimer's Scotland sports day, coffee afternoons, school assemblies etc.

4. Appendices

Attached are action plans linking to priorities for session 2016-2017

Improvement Focus No.	1	LEADERSHIP ACROSS THE SCHOOL		
Identified Theme & linked QI'	QI 1.3 Leadership of change			
Relevant ECS Business Plan theme :	1. Learning, teaching and the curriculum 2. Raising attainment and closing the gap			
Actions	Intended Outcome/ Impact	How will you measure success?	By whom & by when	Completed/ Evaluation
<ul style="list-style-type: none"> Further engagement with NIF Priorities and Drivers, HGIOS4 and HGIOELC QIs and GTCS Standards In line with Education Scotland and Aberdeenshire Authority requirements, develop appropriate tracking and monitoring for other Curricular areas Further develop the tracking of wider achievement Further collegiate focus on interpretation and use of standardised assessment results Pupils to lead developments through 'representative classes', including a charity initiative. Develop a reporting system better suited to sharing learning with parents Teachers to lead and deliver curricular events for parents 	<p>Teachers to have a greater understanding of self-evaluation leading to more effective improvement planning</p> <p>Implementation of an efficient system of tracking and monitoring will assist in the allocation of resources to support all areas of the curriculum as required.</p> <p>Children not engaging in activities outside school will be identified and invited to participate in non-curricular activities in school.</p> <p>The results of standardised assessment will be a more effective tool to guide support and reporting to parents.</p> <p>All children will have the opportunity to experience leadership.</p> <p>Parents have a better understanding of the teaching and learning and how to support their child.</p>	<p>Self-evaluation will link directly to NIF Priorities and Drivers, HGIOS4 and HGIOELC QIs and GTCS Standards</p> <p>Through the use of this system we will be able to accurately answer questions on all children's progress across the curriculum.</p> <p>Monitoring of children's Pupil Profile information at start and end of session.</p> <p>Teachers will be able to talk about the results and explain how they directly relate to individual children and their class.</p> <p>Pupil responses to questionnaire – specifically about their involvement in school. Feedback from representative classes</p> <p>Gathering of information from parents after each event and again at the end of the session through a questionnaire/Surveymonkey</p>	<p>Whole staff June 2017 (Improvement plan for 2017-2018)</p> <p>Head Teacher September 2016 (Tracking of Literacy, Numeracy and Health & Wellbeing) Teaching staff June 2018 (All other)</p> <p>Head Teacher and Teachers June 2017</p> <p>Head Teacher and Class teachers (awaiting date of possible Authority training)</p> <p>Head Teacher June 2017</p> <p>Head Teacher end May/Beginning June 2017</p>	

Actions	Intended Outcome/ Impact	How will you measure success?	By whom & by when	Completed/ Evaluation
Next steps (if required)				

Improvement Focus No.	2	CURRICULUM DEVELOPMENT			
Identified Theme & linked QI'		QI 2.3 Learning, Teaching and Assessment			
Relevant ECS Business Plan theme :		1. Learning, teaching and the curriculum 2. Raising attainment and closing the gap 3. Services for children			
Actions	Intended Outcome/ Impact	How will you measure success?	By whom & by when	Completed/ Evaluation	
<ul style="list-style-type: none"> • Closely monitor and track the progress of all children, with a particular focus on the progress of adopted and 'looked after' children and young carers • In line with Education Scotland and Aberdeenshire Authority requirements, develop appropriate tracking and monitoring for other Curricular areas • Collegiate engagement with Aberdeenshire Stepping Up Assessment and Moderation Toolkit • Further collegiate focus on interpretation and use of standardised assessment results • Teachers to attend Cluster CLPL in 'Skills' and 'IDL' • Mackie Academy PTs have arranged Literacy, Numeracy and Health & Wellbeing • Staff development of a new reporting system • Teachers to attend IEP CLPL to support in the completion of comprehensive IEPs when required. • Core Teacher to take on Digital Technologies and develop a programme of study • Continued investment in technology 	<p>Intervention steps will be taken to support as early as possible.</p> <p>Implementation of an efficient system of tracking and monitoring will assist in the allocation of resources to support all areas of the curriculum as required.</p> <p>School and Cluster assessment and moderation will be accurate and effective in supporting planning, assessment, reporting and transition</p> <p>Teachers will have a deeper understanding of the concepts and this will support moderation across the Cluster for both primary education and transition</p> <p>Parents have a better understanding of the teaching and learning and how to support their child.</p> <p>The IEPs completed in school will be effective in outlining the targets and progress of individuals.</p> <p>The curriculum will better meet the needs of the 21st Century</p>	<p>Use of tracking information to gauge progress compared to peers.</p> <p>Through the use of this system we will have a clear picture of every child's progress across the curriculum.</p> <p>)</p> <p>)</p> <p>)</p> <p>) Analysing teachers' planning and evaluation documents.</p> <p>) Cluster curricular transition information</p> <p>)</p> <p>)</p> <p>)</p> <p>)</p> <p>Gathering of information from parents after each event and again at the end of the session through a questionnaire/Surveymonkey.</p> <p>All users will be invited to comment on the document at appropriate MAAP meeting</p> <p>Most of the children will be able to use a range of devices competently.</p>	<p>Teachers and Head Teacher – begin September 2016 and monitor for 2016-2017</p> <p>Head Teacher September 2016 (Tracking of Literacy, Numeracy and Health & Wellbeing) Teachers June 2018 (All other)</p> <p>Cluster heads June 2017</p> <p>Head Teacher end May/Beginning June 2017</p> <p>Teachers and Head Teacher June 2017</p> <p>Teachers and Head Teacher October 2016</p> <p>Digital Technologies Teacher and Head Teacher January 2017</p>		

Actions	Intended Outcome/ Impact	How will you measure success?	By whom & by when	Completed/ Evaluation
<ul style="list-style-type: none"> Improve appropriate tracking and monitoring for other Curricular areas and wider achievement Develop a more effective way of reporting to parents 	<p>Implementation of an efficient system of tracking and monitoring will support allocation of resources to support all areas of the curriculum as required</p> <p>Parents have a better understanding of the teaching and learning and how to support their child.</p>	<p>Through the use of this system we will have a clear picture of every child's progress across the curriculum at all times.</p> <p>Gathering of information from parents after each event and again at the end of the session through a questionnaire/Surveymonkey.</p>	<p>Head Teacher September 2016 (Tracking of Literacy, Numeracy and Health & Wellbeing) Teachers June 2018 (All other)</p> <p>Teachers and Head Teacher June 2017</p>	
Next steps (if required)				

Actions	Intended Outcome/ Impact	How will you measure success?	By whom & by when	Completed/ Evaluation
<ul style="list-style-type: none"> • In the nursery setting develop stronger relationships with other early years' settings to share good practice. • Implement 'emerging literacy' screening prior to transition • Develop a more effective way of reporting to parents 	<p>Better moderation of children's abilities for transition to Primary 1. Ensure smooth transitions with regard to pastoral care for children into Primary 1</p> <p>Parents have a better understanding of their child's progress and how to support their child.</p>	<p>Feedback from parents – Surveymonkey Discussion with children Discussion with partner providers</p> <p>Gathering of information from parents after each event and again at the end of the session through a questionnaire/Surveymonkey.</p>	<p>Nursery staff April 2017</p> <p>Teachers and Head Teacher June 2017</p>	
<p>Next steps (if required)</p>				

Improvement Focus No.	5	RAISING ATTAINMENT			
Identified Theme & linked QI'		QI 3.2 Raising attainment and achievement			
Relevant ECS Business Plan theme :		1. Learning, Teaching and the curriculum 2. Raising attainment and closing the gap 4. Better integrated and partnership working to support children and families 7. Support inclusive, vibrant and healthy communities			
Actions	Intended Outcome/ Impact	How will you measure success?	By whom & by when	Completed/ Evaluation	
<ul style="list-style-type: none"> Develop appropriate tracking and monitoring for other curricular areas and wider achievement. Particular focus on adopted and 'looked after' and young carers children to ensure they are reaching their full potential. Through consultation develop a reporting system better suited to sharing learning with parents. Teacher engagement in 'Skill' and 'IDL' CLPL Teacher engagement in Literacy, Numeracy and Health & Wellbeing CLPL Additional training for teachers in the completion of IEPs Further engagement with NIF Priorities and Drivers, HGIOS4 and HGIOELC QIs and GTCS Standards 	<p>Implementation of an efficient system of tracking and monitoring will assist in the allocation of resources to support all areas of the curriculum as required. Intervention steps will be taken to support as early as possible.</p> <p>Improving home school links and allowing improved all round support for the pupils.</p> <p>School and Cluster assessment and moderation will be accurate and effective in supporting planning, assessment, reporting and transition.</p> <p>Ensure the documents are effectively supporting the progress of individuals</p> <p>Teachers to have a greater understanding of self-evaluation leading to more effective planning to raise attainment</p>	<p>Collegiate engagement with Aberdeenshire Stepping Up Assessment and Moderation Toolkit to enhance school and Cluster assessment and moderation Use of tracking information to gauge progress compared to peers.</p> <p>Gathering of information from parents after each event and again at the end of the session through a questionnaire/Surveymonkey.</p> <p>Analysing teachers' planning and evaluation documents Cluster curricular transition information</p> <p>All users will be invited to comment on the document at appropriate MAAP meeting.</p> <p>Self-evaluation will link directly to NIF Priorities and Drivers, HGIOS4 and HGIOELC QIs and GTCS Standards</p>	<p>Head Teacher September 2016 (Tracking of Literacy, Numeracy and Health & Wellbeing) Teachers June 2018 (All other)</p> <p>Teachers and Head Teacher – begin September 2016 and monitor for 2016-2017</p> <p>Teachers and Head Teacher June 2017</p> <p>Teachers and Head Teacher November 2016 Teachers and Cluster heads June 2017</p> <p>Teachers and Head Teacher October 2016</p> <p>Whole staff June 2017 (Improvement plan for 2017-2018)</p>		

