



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

LAIRHILLOCK SCHOOL AND NURSERY

LAST UPDATED: 02 August 2017



Aberdeenshire Council Education and Children's Services

"Education and 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"

Introduction: local and national context

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it

- to develop excellence and equity;
- to embed the principles of GIRFEC (Getting it Right for Every Child);
- to provide support in developing inclusive, vibrant and healthy communities.

National Improvement Framework Priorities:

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

National Improvement Framework Drivers:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School?4 are referenced. Links to these sources are:

NIF- www.gov.scot/Resource/0049/00491758.pdf

HGIOS?4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

1. Context of the School

Aims

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:

- 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

(Reviewed and updated August 2016)

Mission Statement

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.

(Reviewed May 2015)

Our Aims and Mission Statement have been compiled in consultation with the children, parents and staff of Lairhillock School.

Ethos and Life of the School

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.

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.

Opportunities for Personal Achievement

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. Children are 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.

Teaching and Learning

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.

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 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 considers pupil, family and community needs and interests.

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.

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, with the aim of giving them the potential to grow up ready to succeed and play their part in society. It focuses on 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 and 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.

Scottish Index of Multiple Deprivation (SIMD)

All of our pupils are in deciles 7 to 10, with over 93% being at 8 or above. . Lairhillock School does not qualify for Pupil Equity Funding.

Overall Strengths of the School

The following is a summary of strengths identified by parents in June 2017:

Staff

- Teachers are hard-working and approachable and act on incidents and requests quickly.
- There appears to be a strong staff team with excellent leadership from the head teacher.
- Teachers are generally approachable and make themselves available.

Inclusion

- All about the individual child and inclusiveness.
- Support of children's development needs

Communication

- Twitter and the monthly newsletter
- Sharing of information

Teaching & Learning

- There is a broad range of activities beyond curriculum for children to choose to become involved in. eg lunch clubs.
- There is a wide array of learning experiences on offer to children.

2. How good is our leadership and approach to improvement?

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Level of quality for core QI: 5
(HGIOS?4 1-6 scale)

Overview:

- Lairhillock School consults all stakeholder on their opinions of the school and how to move forward, through questionnaires, exit polls, Parent Council meetings.
- Through a range of individual, school based, Cluster and Authority Career-Long Professional Learning (CLPL) staff improve their pedagogy, with a number of staff leading on development in Literacy, Numeracy, Religious and Moral Education (RME) and 1+2.
- Lairhillock School has a strong staff team and does not struggle to retain staff.
- Lairhillock School is well resourced due to the effective management of budgets and the very supportive Parent Council.
- Children across the school are encouraged to develop and share their skills. Teaching staff attended 'Skills' CLPL to enhance their understanding. Pupils can identify the skills they are using and developing.
- Children can set next steps and target set for themselves. They are adept at identifying appropriate learning intentions and success criteria.
- Teaching staff often use General Teaching Council for Scotland (GTCS) standards as a focus for conversation at collegiate meetings.
- School and nursery policies are revisited and updated to reflect the changes in the settings. These are aligned to the children's rights.
- Time for collegiate meetings is protected under the Working Time Agreement to ensure staff are given time to take forward Authority and school development work.
- Staff regularly take on new initiatives and work to incorporate them into their pedagogy to improve outcomes for the children.
- Teaching staff are given time in the working day for moderation activities across the curriculum and across stages.
- Staff work together to audit the schools strengths and areas for development, which feeds into the school improvement plan.
- Staff work with Cluster colleagues on moderation activities to develop a shared understanding of what a level is.
- All staff attend annual reviews that have a focus on both their personal development and the needs of the school.

1.3 Key strengths:

- The school vision, values, aims (VVA) and ethos reflect the UNICEF Rights of the Child and as result the school has been reaccredited at Rights Respecting School Award (RRSA) Level 2 for a second time. The VVA is compiled in consultation with the school community.
- Leadership at all level is encouraged with pupils in all P1-7 classes represent the school in Eco, Health, Pupil Council or RRS and teachers leading development.
- The staff know the children well and can identify their needs both academically and pastorally, involving children, parents and other professionals in order to get it right for each child.

Identified priorities for improvement:

- Revisit the school vision, values and aims as a community and produce a child friendly version.
- Embark on three year introduction to Visible Learning (VL) to support our capacity to identify change that impacts positively on the learners.
- Further enhance the use of Pupil Voice through the children's work in Eco, Health, Pupil Council or RRS matters.
- Leading Numeracy teacher cascade to teachers at collegiate meeting. Take forward new practical and online resources to improve the numeracy across the school, with the initial focus in P1-3.
- Leading Northern Alliance early literacy teacher to cascade to teachers at collegiate meeting and support P2 teachers in implementing Emerging Literacy strategies.
- Early Years Lead Practitioner (EYLP) and Speech and Language Therapist (S<) to continue with Northern Alliance early literacy project.

In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. Class teachers to support the further enhancement of the Pupil Voice e.g. through class representation and suggestions.</p> <p>Teachers, PSAs and HT to revisit the VVA with the school community and create a child friendly version. This will be in place by the end of term 1. Children can share at an open assembly.</p>	<p>Children will take ownership of the VVA and it will be evident in the ethos of the school. They will be confident that our VVA meets their needs.</p> <p>The whole school will have ownership of the VVA and it will effectively represent the current school body.</p>	<p>Pupil engagement Feedback from pupils, parents and staff</p> <p>Increased awareness of the VVA in the school community. Once Visible Learning is established we will be able to use the effect size calculator.</p>
<p>2. Staff engagement with the Visible Learning programme through Osiris training and school and Cluster level.</p> <p>Completion of input from Osiris – February 2020</p>	<p>We will have developed a coherent framework to upskill the whole school in using evidence to create innovation in our learning environment to achieve the VL goals:</p> <ul style="list-style-type: none"> • Focus on progress • Build consensus on goals • Move children toward explicit success criteria • Maximise feedback to teachers and pupils • Provide the right level of challenge • Focus teachers to collaboratively evaluate their impact on progress • Support teacher autonomy 	<p>Through staff consultation at collegiate meetings.</p> <p>At least one member of staff will be trained by Osiris as an impact coach. They will work with the HT to plan, deliver and evaluate impact.</p>
<p>3. Leading Numeracy teacher cascade to teachers at collegiate meeting (30 08 17). Take forward new practical and online resources to improve the numeracy attainment across the school, with the initial focus in P1-3.</p>	<p>The children will be secure in basic maths concepts and will be able to apply them in new contexts. Attainment in Maths and Numeracy will improve.</p>	<p>Tracking and monitoring of Maths and Numeracy. Continued use of Sumdog tracking of children Scottish National Standardised Assessments (SNSA)</p>

<p>4. Leading Northern Alliance early literacy teacher to cascade to teachers at collegiate meeting (06 09 17) and support P2 teachers in implementing Emerging Literacy strategies over the 2017-2018 session.</p> <p>Early Years Lead Practitioner (EYLP) and Speech and Language Therapist (S&LT) to continue with Northern Alliance early literacy project, with a focus in Term 4 2017-2018.</p>	<p>With the early identification of phonological awareness and pre-writing skills the appropriate support strategies can be put in place from the very early years leading to sound basic skills from an earlier age.</p>	<p>Northern Alliance results Tracking and Monitoring in school Scottish National Standardised Assessments (SNSA)</p> <p>Speech and Language results Attainment in P1 Scottish National Standardised Assessments (SNSA)</p>
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Evidence of progress/comments/identified next steps:

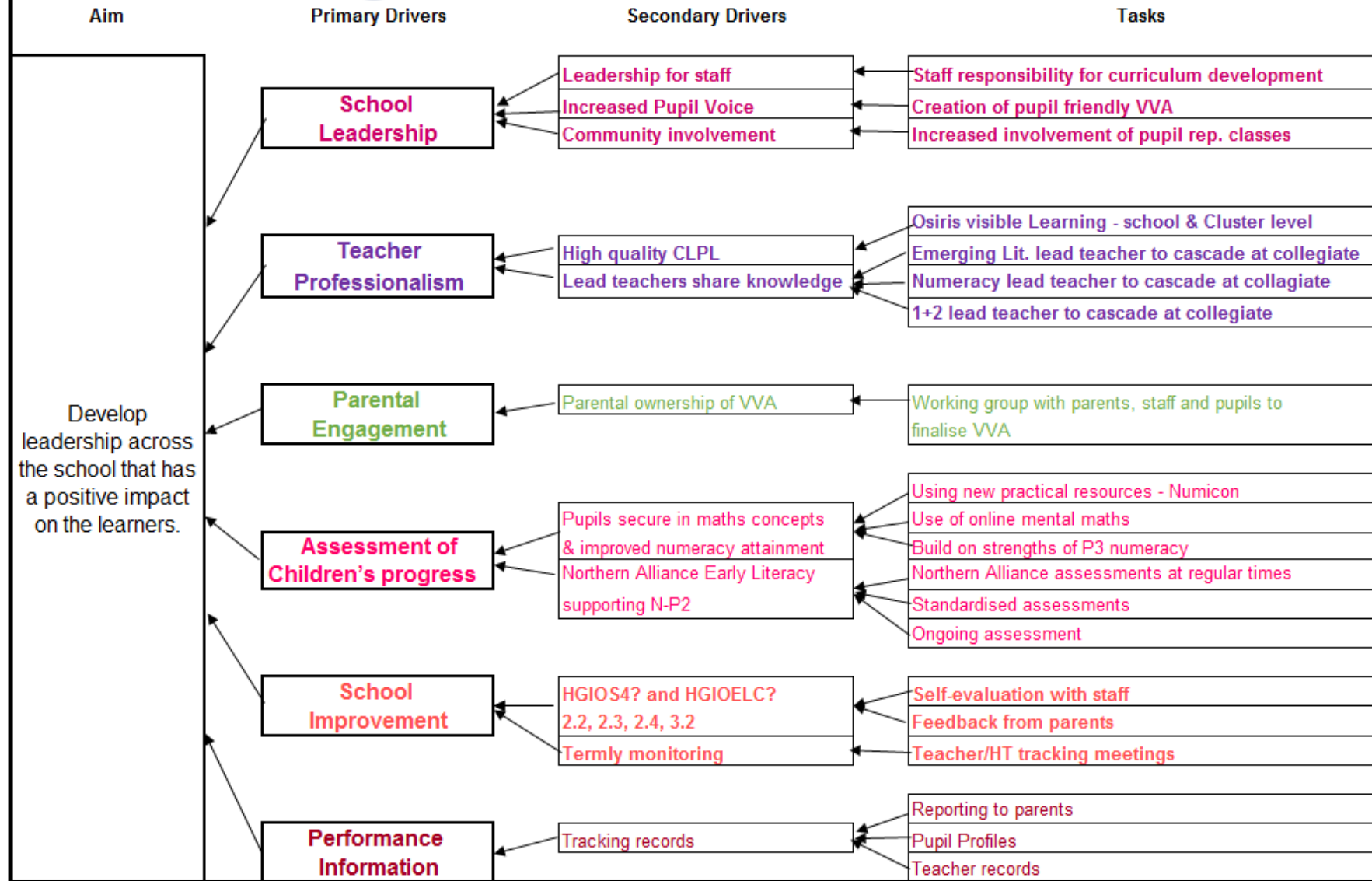
Date:

Date:

Date:

Driver Diagram – School Improvement – Diagram No 1

LEADERSHIP & MANAGEMENT



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

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

Level of quality for core QI: 5

(HGIOS?4 1-6 scale)

Overview:

- Child protection (CP) is paramount, with all staff attending CP training and volunteers undertake the school induction programme.
- Teachers engage in development work across the curriculum, ensuring it is relevant to the current pupil body.
- The staff engage in regular discussions around the educational and pastoral needs of the children, resulting in support being allocated as necessary, including that from outside agencies.
- The school seeks to provide sessions to support the requests of parents.
- Lairhillock School has strong transition programmes for both Nursery/P1 and P7/S1 links within the Cluster and beyond.
- Parents were consulted on the Curriculum Rationale and it was amended accordingly.
- The Parent Council have a strong voice in the school and are consulted on a range of initiatives e.g. the Curriculum Rationale, changes to reporting, homework
- 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, learners and themselves. Including 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.
- Teachers leading in curricular development i.e. Numeracy as part of the Effective Learning & Teaching in Numeracy & Maths sessions; Literacy through the Northern Alliance Raising Attainment in Emerging Literacy; 1+2 development across the school and RME curriculum.
- 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 or QI's discussed at 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.
- Appropriate annual review of support staff and teachers is carried out by Head Teacher
- Working Time Agreement agreed with teachers and adhered to.

2.3 Key strengths:

- Staff discuss progress with children on a regular basis, allowing both sides to identify next steps. Children are encouraged to self-evaluate through a range of activities.
- Children are encouraged to reach their full potential by all staff working with them. When necessary ASL strategies are employed and outside agencies are contacted either informally or formally.
- Pupil attainment in Literacy, Numeracy and Health and Wellbeing are tracked and monitored regularly in teacher/head teacher meetings and support allocated flexibly.

Identified priorities for improvement:

- Teaching staff to embrace outdoor learning with class teacher leading this development across the school. To enhance the EY outdoor learning aim to extend the nursery garden.
- Continue to refine the reporting to parents from Nursery to P7 based on parental feedback, with a particular focus on 'next steps' in the early years.
- Use the experience of the lead Digital technologies teacher and knowledgeable pupils to cascade the use of digital technologies across the school.
- Embark on three year introduction to Visible Learning (VL) to support our capacity to identify change that impacts positively on the learners experiences.
- Engage with the new Scottish National Standardised Assessment (SNSA) to support teacher judgement and school assessments.

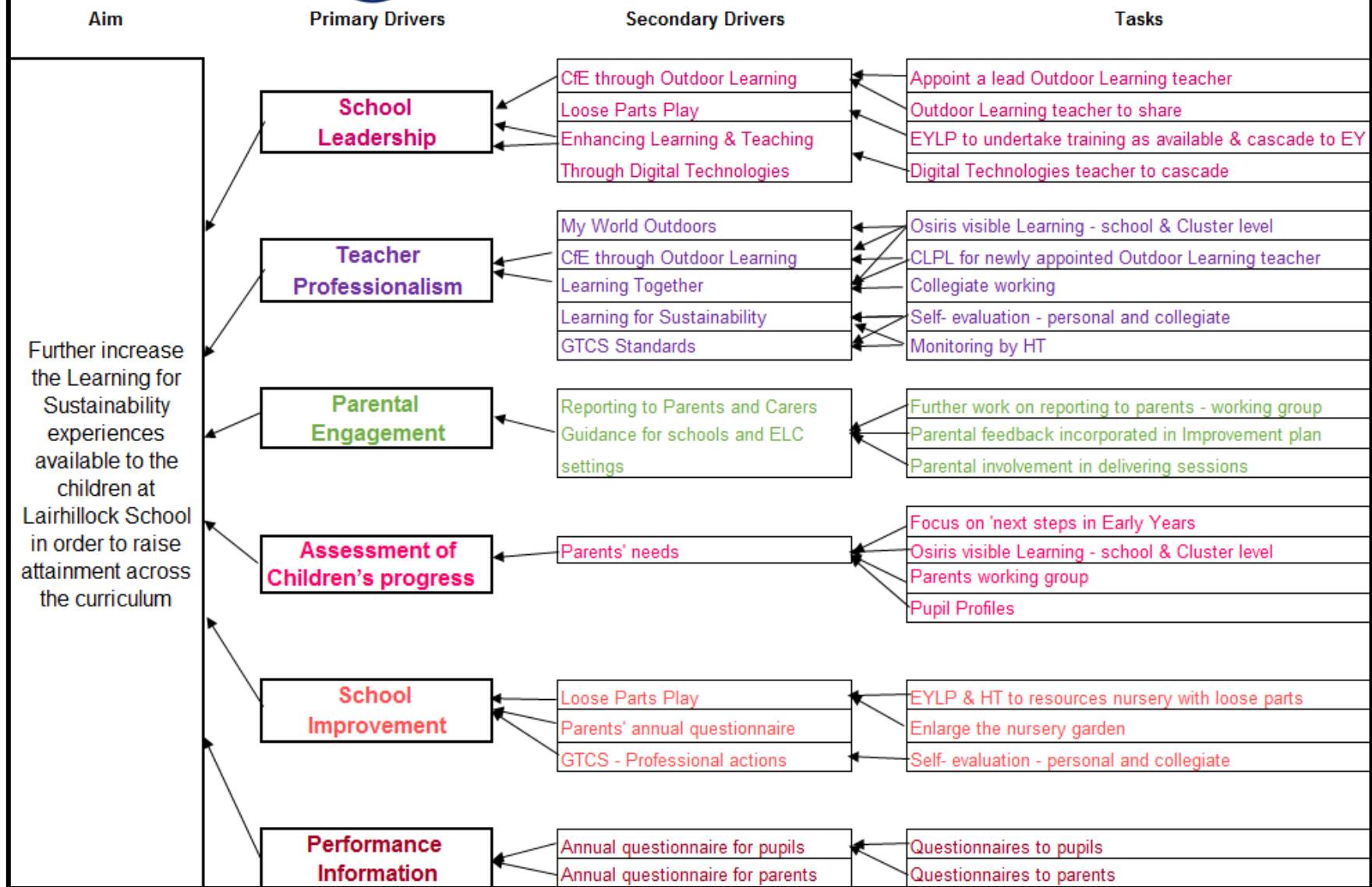
In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. Appoint a teacher in August 2017 to lead outdoor learning development across the school.</p> <p>Enhance the EY outdoor learning through extending the nursery garden.</p>	<p>Learners will develop:</p> <ul style="list-style-type: none"> • opportunities to deepen and contextualise their understanding. • awareness of environment and natural science skills • health benefits • caring attitudes to other children 	<p>Feedback from pupils, parents and staff. Pupil profiles Formative and summative assessment of activities</p>
<p>2. Continue to refine the reporting to parents from Nursery to P7 based on parental feedback, with a particular focus on 'next steps' in the early years.</p>	<p>Parents will be better placed to support the children in working with school to achieve next steps.</p> <p>EY next steps will be SMART</p>	<p>Feedback from pupils, parents and staff.</p>
<p>3. Use the experience of the lead Digital technologies teacher and knowledgeable pupils to cascade the use of digital technologies across the school.</p>	<p>Staff will be better placed to deliver DT using a range of technologies across the curriculum using the Benchmarks and Progression Frameworks</p>	<p>Frequency DT used across the school. Pupil engagement with technology</p>
<p>4. Staff engagement with the Visible Learning programme through Osiris training and school and Cluster level.</p> <p>Completion of input from Osiris – February 2020</p>	<p>We will have developed a coherent framework to upskill the whole school in using evidence to create innovation in our learning environment to achieve the VL goals:</p> <ul style="list-style-type: none"> • Focus on progress • Build consensus on goals • Move children toward explicit success criteria • Maximise feedback to teachers and pupils • Provide the right level of challenge 	<p>Through staff consultation at collegiate meetings.</p> <p>At least one member of staff will be trained by Osiris as an impact coach. They will work with the HT to plan, deliver and evaluate impact.</p>

	<ul style="list-style-type: none">• Focus teachers to collaboratively evaluate their impact on progress• Support teacher autonomy	
5. Engage with the new Scottish National Standardised Assessment (SNSA) to support teacher judgement and school assessments.	The feedback from the SNSA will support teacher judgement and help pinpoint area for development for the individual pupil. Thus raising attainment.	Tracking of pupil progress Teacher judgement Formative and summative assessment results
Evidence of progress/comments/identified next steps: Date: Date: Date:		

Driver Diagram – School Improvement – Diagram No 2

LEARNING PROVISION



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

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality for core QI: 5

(HGIOS?4 1-6 scale)

Overview:

- 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 undertake equalities training, GIRFEC update and Child Protection sessions
- Children are encouraged to share their ideas through pupil groups, suggestion box, conversations with staff
- 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
- 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
- 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.
- The school RME programme was revisited in session 2016-2017 to ensure it meets the needs of the current school population.

3.1 Key strengths:

- 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.
- Reaccredited at Right Respecting Level 2 School, with two classes representing the children's views.
- The school is well resourced with digital technologies due to a very supporting and generous Parent Council.

Identified priorities for improvement:

- Continue to have adopted children and young carers as a priority focus.

- Teaching staff to embrace outdoor learning with class teacher leading this development across the school. To enhance the EY outdoor learning aim to extend the nursery garden.
- Revisit the school vision, values and aims as a community and produce a child friendly version.
- Embark on three year introduction to Visible Learning (VL) to support our capacity to identify change that impacts positively on the learners.
- Further enhance the use of Pupil Voice through the children's work in Eco, Health, Pupil Council or RRS matters.
- Continue the development of a Digital Technologies programme for the school.
- Continue to find opportunities for children to Developing the Young Workforce based on guidance in *"Developing the Young Workforce: Career Education Standard (3-18) September 2015"*

In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. Appoint a teacher in August 2017 to lead outdoor learning development across the school.</p> <p>Enhance the EY outdoor learning through extending the nursery garden.</p>	<p>Learners will develop:</p> <ul style="list-style-type: none"> • opportunities to deepen and contextualise their understanding. • awareness of environment and natural science skills • health benefits • caring attitudes to other children 	<p>Feedback from pupils, parents and staff. Pupil profiles Formative and summative assessment of activities</p>
<p>2. Class teachers to support the further enhancement of the Pupil Voice e.g. through class representation and suggestions.</p> <p>Teachers, PSAs and HT to revisit the VVA with the school community and create a child friendly version. This will be in place by the end of term 1. Children can share at an open assembly.</p>	<p>Children will take ownership of the VVA and it will be evident in the ethos of the school. They will be confident that our VVA meets their needs.</p> <p>The whole school will have ownership of the VVA and it will effectively represent the current school body.</p>	<p>Pupil engagement Feedback from pupils, parents and staff</p> <p>Increased awareness of the VVA in the school community. Once Visible Learning is established we will be able to use the effect size calculator.</p>
<p>3. Staff engagement with the Visible Learning programme through Osiris training and school and Cluster level.</p> <p>Completion of input from Osiris – February 2020</p>	<p>We will have developed a coherent framework to upskill the whole school in using evidence to create innovation in our learning environment to achieve the VL goals:</p> <ul style="list-style-type: none"> • Focus on progress • Build consensus on goals • Move children toward explicit success criteria • Maximise feedback to teachers and pupils • Provide the right level of challenge • Focus teachers to collaboratively evaluate their impact on progress • Support teacher autonomy 	<p>Through staff consultation at collegiate meetings.</p> <p>At least one member of staff will be trained by Osiris as an impact coach. They will work with the HT to plan, deliver and evaluate impact.</p>

<p>4. Use the experience of the lead Digital technologies teacher and knowledgeable pupils to cascade the use of digital technologies across the school.</p>	<p>Staff will be better placed to deliver DT using a range of technologies across the curriculum using the Benchmarks and Progression Frameworks.</p>	<p>Frequency DT used across the school. Pupil engagement with technology</p>
<p>5. Continue to find opportunities for children to Developing the Young Workforce based on guidance in “<i>Developing the Young Workforce: Career Education Standard (3-18) September 2015</i>” Continue to focus on adopted children and young carers.</p>	<p>Children will develop the skills for learning, life and work. Children will understand how learning links to work. Children will be exposed to a range of possible career paths.</p>	<p>Teacher termly overview plans and evaluations Feedback from pupils and parents</p>

Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

Evaluation of QI 3.2 Raising attainment and achievement

Level of quality for core QI: 4

(HGIOS?4 1-6 scale)

Sources of evidence/ evaluation activities undertaken:

- Standardised assessments – ePIPS & InCAS
- Teacher judgement
- Formative assessment
- Summative assessment

Key strengths:

- Majority of children are achieving appropriately
- Children not achieving are supported effectively
- Regular planned staff moderation and CLPL
- Regular tracking meetings with HT
- Multi Agency approach
- Inclusion of all abilities
- Shared focus on improving attainment
- High attendance rates
- Achievements are celebrated
- Particularly good P3 mental maths results

Identified priorities for improvement:

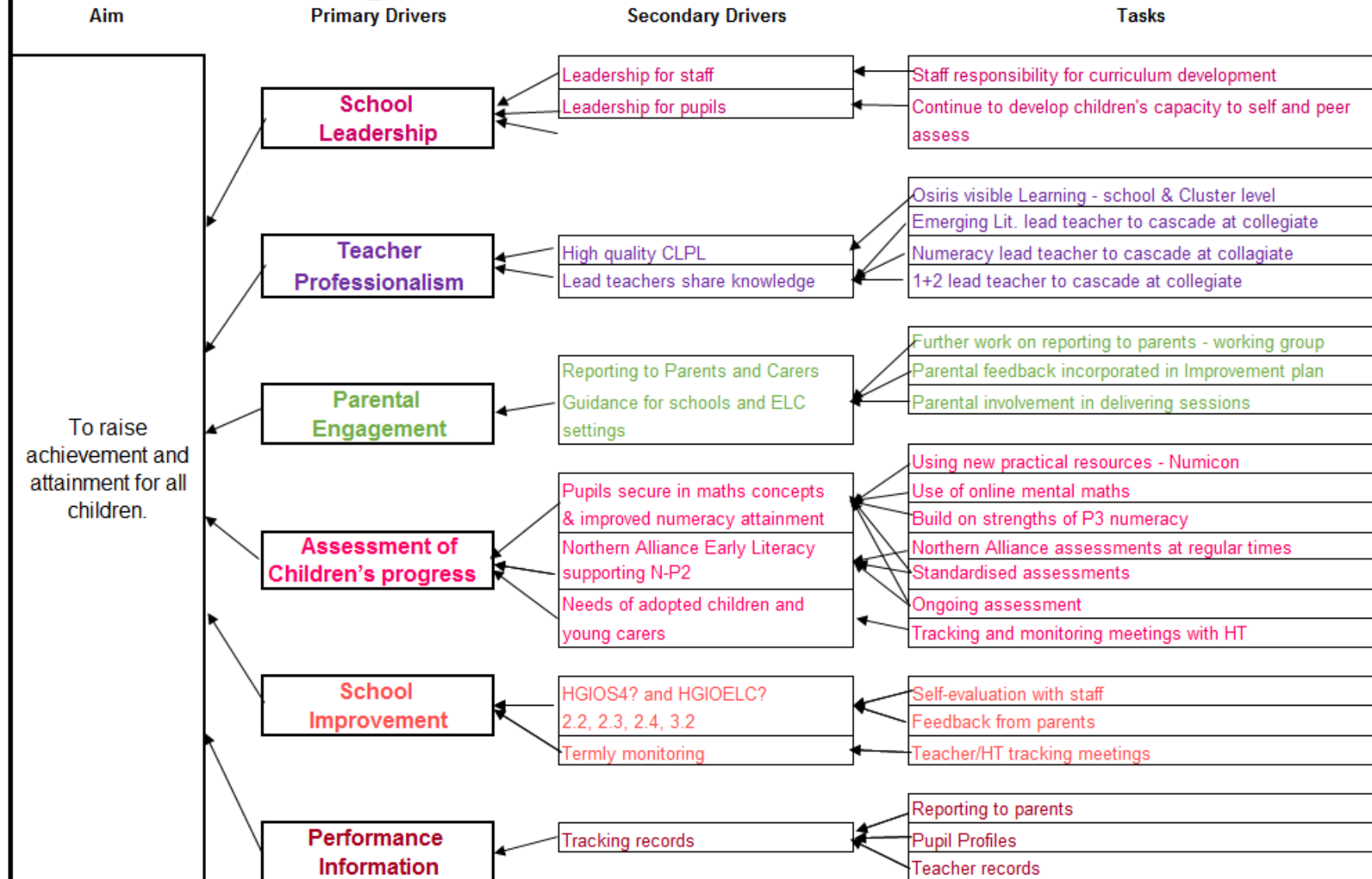
- Rollout Sumdog mental maths
- Embark on three year introduction to Visible Learning (VL) to support our capacity to identify change that impacts positively on the learners.
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<p>3. Leading Northern Alliance early literacy teacher to cascade to teachers at collegiate meeting (06 09 17) and support P2 teachers in implementing Emerging Literacy strategies over the 2017-2018 session.</p>	<p>With the early identification of phonological awareness and pre-writing skills the appropriate support strategies can be put in place from the very early years leading to sound basic skills from an earlier age.</p>	<p>Northern Alliance results Tracking and Monitoring in school Scottish National Standardised Assessments (SNSA)</p>

Driver Diagram – School Improvement – Diagram No 3

SUCCESSSES & ACHIEVEMENT



5. What is our capacity for improvement?

The overall capacity for improvement at School is very good.

This is based on the following aspects within the school:

- High levels of commitment by all staff
- Leadership roles taken on by many staff
- Young people in the school who show a respect for and commitment to learning
- The positive ethos in the school underpinned by shared vision and values
- A high quality programme of professional learning that supports all staff and leads to improvements for learners
- Strong partnership with Cluster colleagues
- Very supportive Parent Council and parent body
- Positive feedback from parents' end of year survey

Aspects that could impact adversely on the capacity for further improvement include:

- Budgetary constraints regarding extending availability of differentiated resources
- Reduced Additional Support for Learning Teacher hours
- Reduced Pupil Support Assistant hours
- Difficulty getting parents to attend curricular and information sessions
- Location of school means community links are difficult

6. Record of updating

Date	Amendment made	By who	Comment