



**STANDARDS & QUALITY REPORT AND
IMPROVEMENT PLAN**

FOR

**KEMNAY SCHOOL
2015 – 2016
2016 - 2017**



LAST UPDATED: September 2016

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

- Values and vision of the school

Vision, Values and Aim/s

At Kemnay Primary School, our vision, values and aim/s (constructed and agreed by staff, pupils, parents and the wider community) provide the underpinning principles and beliefs for the development of the four capacities.

Vision

Our vision statement is -

Learning Together To Be The Best We Can Be

Values

At Kemnay Primary School we value –

Caring, Cooperation, Respect and Good Manners

Aim/s

Our main aim is to –

Get it Right for Every Child

We use the GIRFEC (Getting it Right for Every Child) model to support and guide our practice.

<http://www.girfec-aberdeenshire.org/>

- Ethos of the school and wider learning community

Ethos and Life of the School

Aspects of children's learning are developed through the Ethos and Life of the School. At Kemnay Primary we are proud of our warm and welcoming ethos where all are valued. We work in partnership with parents to instil a sense of pride for our learners and demonstrate mutually respectful relationships. Children learn, that together, we have high expectations of behaviour, good manners, fairness, equality, inclusion and learning potential. Children also have opportunities to learn through a range of annual events that feature in the life of our school. Some examples of these are annual class assemblies to parents and visitors, annual class trips (including a whole school trip to the pantomime at His Majesty's Theatre), the P4 Parents' Ceilidh, residential trips at P6 and P7 and First Aid Training from P5 – P7 to name but a few. These experiences are valued by our parents, and support for funding is provided by the PTA.

The village of Kemnay has a population of approximately 5000. Kemnay Primary School is one of two primary schools in the village and serves part of the town and surrounding area. It is co-educational, non-denominational & provides education for approximately 220 pupils in Primary 1-7 and 40 ante –pre and pre-school pupils in nursery. The school roll is projected to increase steadily over the next few years, with an additional class being anticipated.

The Management Team consists of the Head Teacher and Depute Head Teacher. There are ten full-time equivalent teachers, including the Head Teacher. Five Pupil Support Assistants work with teachers to increase the effectiveness of learning and teaching, and are deployed to provide additional support for individuals and groups of learners as well as providing support for pupils in the playground and canteen areas.

Additional Support Needs Teacher time is allocated throughout the four CSN primary schools and Kemnay Academy. Our ASN teacher works with individuals and small groups and visits each class supporting learning. Our Pupil Support Worker and our Intervention and Prevention Teacher support pupils and their families throughout the school in accordance with needs.

Visiting Specialist Teachers enhance the teaching of the curriculum areas of Drama, ICT, Art, Music, German and Physical Education for blocks of time throughout the session.

Our school administrator, clerical assistant, janitorial staff, cleaning and kitchen staff give very good provision of essential services to our school. The school has good accommodation. There are nine classrooms, a purpose built nursery, a gym hall, main hall, computer suite, early stages hall, staff room/resources room, kitchen and dining facilities. The Library has been upgraded & toilets installed in the annexe. There are outdoor play areas, including a large grass field that enable pupils to play under supervision at intervals and lunch times. The wildlife garden offers very good opportunities for pupils to increase their knowledge and understanding of the outdoor learning curriculum.

On leaving Kemnay Primary School most pupils transfer to Kemnay Academy. There are good curricular links and transfer procedures in place. Community links are a valued part of the life of the school. The canteen is used each day to accommodate the After School Club and Breakfast Club which caters for pupils from both Kemnay and Alehousewells Primary Schools. Various clubs and groups use the facilities in the evenings and a range of extra-curricular activities is provided after school and during lunchtimes by staff and parent/community volunteers.

A very supportive Parent Council, including a vibrant PTA encourage Parental Involvement at all levels.

- SIMD

None of our pupils are below decile 6, with 94% of our pupils being in deciles 8 – 10.

- Overall strengths of the school

Staff, pupils, parents, (grandparents) and the wider community are proud of Kemnay Primary School. We are a Rights Respecting School and through Restorative Approaches, we promote high standards of behaviour for all. We have a strong community spirit, and make very good use of our local environment for learning. The outdoor learning experience of our nursery pupils in particular, is highly regarded by staff, parents and pupils and has been highlighted by the Care Inspectorate as exemplifying particularly good practice. Our school building is historic and interesting, and we are particularly proud of our WWI memorial board which commemorates the lives of past Kemnay pupils, staff and community members. Visitors frequently comment on our happy and welcoming school and on our well-mannered, engaged and enthusiastic learners. Pupils enjoy the wide range of extra-curricular opportunities offered to them, and value their outdoor play area and play equipment. Pupils are involved in school improvement, and often make suggestions regarding this - e.g. for a lego club to be set up or for new carts to be provided in the playground. Pupils and staff thoroughly enjoy their school meals, with Angela's chicken pie being a firm favourite.

We have a very strong staff team with a broad skills base, who work very well together to support and nurture our learners. Leadership is promoted and recognised at all levels, with all staff sharing responsibility for the leadership of learning. Staff enjoy working at Kemnay Primary School. We are very well supported by our parent body, who help underpin learning through the life of the school in a wide variety of ways. We value our Parent Council, PTA and our host of school volunteers who support us daily in school.

2. How good is our

How good is our leadership and approach to improvement? 1.3

Evaluation: Excellent, Very Good, Good, Satisfactory, Weak, Unsatisfactory
Performance in this area is good.
Strengths
<ul style="list-style-type: none">• Our Vision, Values and Aims have recently been reviewed and updated in consultation with staff, pupils, parents and the wider community. These are referred to regularly during school assemblies.• All staff and learners engage in regular evaluation of progress and the identification of future priorities.• An improved tracking and monitoring system has been introduced combining staff professional judgement alongside standardised data. The SMT discuss this termly with staff where targets for learning are set.• The school's robust Quality Assurance calendar ensures there is focused attention on monitoring and evaluating learning and teaching.• Parents work effectively with the school in sharing pupils' wider achievements through one jotter week and for our termly wider achievement bulletin insert.• As a response to self-evaluation in Health and Wellbeing – collated by the Parent Council, we have introduced the Daily Mile in order to increase physical activity.• In response to the national increase in mental health difficulties, we have introduced a new programme called Bounceback in developing resilience and positive mental health.• The Head teacher is involved in regular discussions and monitoring activities with teaching staff, gives oral and/or written feedback and follows up to evaluate progress made.• There is an ethos of Leadership at all levels in existence across the school with staff taking ownership of a range of improvement agendas.• School improvement is shaped by regularly gaining and acting upon views of parents, pupils and staff. The impact of this feedback on school improvement is shared with all stakeholders• All collegiate activities are based upon working towards the outcomes on the school's improvement plan and provide a focus for regular reflection and discussion on progress made.• All parents are invited to provide feedback as part of our evaluation exercises. In 2015 – 2016 parents and pupils were asked to provide feedback on the school's performance in regard to SHANARRI. A survey monkey questionnaire was issued on homework and views were sought and acted upon regarding the school's vision, values and aims.• The school has hosted cross cluster CLPL & moderation sessions to support a shared understanding of standards in assessment of numeracy and using moving images as a focus for literacy.• Teaching staff have created working groups to take forward School Improvement Priorities in Numeracy.• Teaching staff have engaged in Professional Update and commit to self-evaluation and CLPL against the GTCS standards.• Pupil voice has been used to identify strengths and areas for development across the school. Specific projects such as Internet Safety and responsible use of Mobile Devices has fully involved pupils working alongside a range of partners e.g. the police and Hopscotch's production of Cyberbuddy.• Almost all children can talk about their strengths, progress and next steps and pupils are actively involved in their learning. In nursery, we make regular use of floor books to capture and respond to children's interests and involve them in the planning process.• Our nursery pupils helped to plan their learning space in our temporary nursery until such

time as the new nursery extension is completed.

- The Care Inspectorate carried out an unannounced inspection in November 2015 with the overall grading being reported as very good.

Next steps

- In collaboration with our music teacher, we will write some songs to further embed the school vision, values and aims.
- Wider achievement to be added to our tracking and monitoring information.
- To further embed the Bounceback programme as part of the wider Kemnay Schools' Network.
- Further develop staff confidence in using a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge.
- Increase staff awareness of the importance of self-evaluation, through the use of HGIOS 4 and NIF in the school improvement agenda.
- Continue to explore ways of involving the wider community in self-evaluation.
- Learning walks to be introduced as part of reporting progress to parents.
- Relevant training opportunities to be provided for nursery staff in preparation for the move to EYLP (Early Years Lead Practitioner) assuming day to day responsibility for leading the service from August 2017.

How do we know? – reference to:

- “Looking Inwards” (ie, sources used for self-evaluation in the school)

Tracking meetings
Self-evaluation audit against HGIOS 4 & Child at the Centre
QA procedures calendar etc
School improvement plans
Learning Journey Folders
One Jotter Week Jotters

- “Looking Outwards” (ie, self-evaluation via collaboration with partners)

Questionnaires re Vision, Values and Aim/s
Care inspectorate report
Getting it Right for Children and Families SHANARRI questionnaire
Parent Council Newsletter
Big Picture events and related speakers

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

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

Performance in this area is Very Good

Strengths

- The majority of learners are achieving within or above the expected level for their ages and stage.
- All staff are trained in child protection procedures and follow GIRFEC principles.
- All children are aware of GIRFEC principles and the UN Convention on the Rights of the Child enjoyed a Hopscotch theatre production on the Rights of the Child.
- Aberdeenshire progression frameworks across almost all curricular areas support teachers' planning and inform next steps in learning.
- A revised monitoring and tracking system was introduced linking attainment and standardized assessment data. This is now used as a target setting tool as part of learning conversations with staff. The revised TMR system allows teachers to identify those pupils performing within, below and above expected levels, ensuring appropriate support and challenge for all learners.
- Standardised assessments (ePIPS and INCAS) in P1, P3, P5 and P7 are used and analysed to discuss next steps, improve individual pupil performance and to target Support for Learning/deployment of resources for identified pupil groups.
- Support across the school is prioritized and targeted to appropriately meet the needs of children e.g. PSA, SFL, PSW, I&P
- All staff are very good at identifying, communicating and supporting a range of needs
- Teachers meet termly with the HT and SFL staff to review and plan support and intervention
- The SFL teacher shares informative group and individual learning plans with pupils, staff and parents
- A focus for learning in 15 – 16 was numeracy and parents were invited to a Meet the Teacher/Numeracy event where staff and pupils presented a DVD showing progression in learning.
- A new numeracy resource (Numicon) has been introduced to support learning and teaching. This resource is made available to parents as part of the induction process.
- A new P1 French pupil/parent learning pack was designed by P1 staff.
- Nursery Parents engaged with the "Little Learners Programme" (led by EPS)
- Our EP provided parent learning resources as part of our P1 induction programme
- The HT contributes to the LLCP (Local Learning Community Partnership) identifying opportunities for wider family learning
- Robust transition arrangements are in place across all stages in the nursery/primary department
- Teachers work together and have a shared understanding of CfE levels. A very good piece of moderation assessment of time was designed and used to share standards across the cluster schools.
- The work of the school is supported by the Pupil Council, the Parent Council, the PTA and excellent Community Links.
- Parent Council Survey Results returned very high results regarding the school's approach to GIRFEC
- The school has high expectations for all pupils and staff work hard to provide a tailored curriculum to meet pupil need.
- Learners are supported and encouraged to achieve to the best of their ability, and are assessed using a range of formative and summative techniques.
- The School Vision and Values are discussed and exemplified regularly through whole school assemblies. Pupils are aware of high expectations regarding caring, cooperation, respect and good manners. This is linked to our House Points System. This impacts positively on the overall school ethos and pupil motivation.

- The school captures and reports on pupil's wider achievements through one jotter week and termly in the achievements bulletin.
- There is a wide range of extra-curricular opportunities for pupils to become engaged in. Many of these are suggested and run by the pupils. These clubs include – chess, lego, knex, running, netball, basketball, tennis, badminton, dance and School of Rock. These opportunities help ensure the development of skills and achievement in the broad general education.
- Our P7 pupils were invited to perform in the finale of the Aberdeenshire YMI showcase and thoroughly enjoyed their visits from professional jazz musicians. Our rock band experienced being a band on tour, providing backing music for other schools in Aberdeenshire.
- Our P7 quiz team won both the local and area finals of the District 10/10 Rotary Quiz.
- All classes are now beginning to use digital technology to motivate learners. A Book Creator app is being used in order to enhance learning.

Next steps

- Continue to embed Visible Thinking/Visible Learning approaches from Nursery to P7 and promote a growth mindset across our whole school community, with a view to raising attainment for all.
- Monitor our tracking of wider achievement and the impact it is having on individual learners.
- Further engage in opportunities to develop the use of Digital Technologies
- Review and Improve upon arrangements for Reporting Progress and Achievement
- Embed Progression Frameworks in all curricular areas
- Continue to means of accessing specialist support through the Enhanced Provision Forum as appropriate
- Continue to engage with the Little Learners EP led programme
- Continue to contribute to the LLCP
- Improve curricular P7/S1 Transition through exploring alternative staffing models.
- Through the revised reporting formats, further discuss and set learning targets with parents
- Staff will further familiarise themselves with the SALS and Benchmarks and further incorporate into planning learning, teaching and assessment.
- Incorporate the tracking of wider achievement into the revised TMR format
- Access funding to buy more I pads
- Plan for a smooth transition back to Nursery working alongside the Care Inspectorate.
- Seek further opportunities to engage with DYW (Developing the Young Workforce) initiative.

How do we know? – reference to:

- “Looking Inwards” (ie, sources used for self-evaluation in the school)

Tracking systems

Parent Council collated survey based on 85 parent returns confirmed an average score of 4.5 out of 5 across the SHANARRI indicators

Standardised Assessment data

QA procedures

Achievement wall/displays

Transition meetings including MAAPms

- “Looking Outwards” (ie, self-evaluation via collaboration with partners)

Parental feedback following events

Surveys

Wider achievement tracking

School numeracy DVD valued across the wider authority and shown at SLF
P1 1+2 learning pack recognised as good practice by Modern languages Development Officer
and communicated across Aberdeenshire

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

Evaluation: Excellent, Very Good, Good, Satisfactory, Weak, Unsatisfactory
Performance in this area is Good
Strengths
<ul style="list-style-type: none"> • We have a clear curriculum rationale, developed in partnership with learners & parents and based on our shared vision values and aims. • Our curriculum is varied, and continually refreshed to maintain relevance making use of our local area as a rich learning resource. • Outdoor learning is a particular strength in nursery, with nursery pupils spending every Monday in the local woods. • Staff have incorporated the new Aberdeenshire Curriculum Frameworks, SALS and benchmarks into their planning. • Staff have a shared understanding of IDL and plan opportunities for investigations around this as well as cross curricular experiences and learning within discrete subject areas. • Our learners take part in a number of enterprise challenges each year where skills in creativity, innovation, literacy and numeracy are developed. • Cooperative learning features highly across all classes in the school. • Staff routinely plan together across levels and deliver learning collaboratively, where appropriate, with learners in mixed or same stage groups working together with different members of staff. • Regular opportunities are provided for parents to come into school in supporting them to have a clearer understanding of what, why and how we deliver the curriculum. This includes visits to class assemblies and classrooms, Relationships, Sexual Health & Parenthood sessions, technology evenings and the production of a DVD “What Numeracy Looks” like at Kemnay School. • Our P1 induction evenings have been enhanced by the introduction of P1 pupils showing parents what and how they learn in P1 with the focus being on Literacy, Numeracy and Health & Wellbeing. • A very effective transition programme from Nursery into P1 exists, maintaining good links with our local early years’ partner providers. • A programme which ensures effective pastoral transition from P7 to S1 is in place with strong links to the Guidance and SfL teams at the Academy. As a cluster however, we recognise the need to improve upon curricular transition and have begun to address this with plans for SFL staff from the academy working alongside us during study leave periods. This will enhance understanding of curriculum progression needs. • There is a clear emphasis on pupil voice through our Pupil Council. A member of our Parent Council regularly attends the Pupil Council, with the P7 Pupil Council member attending and reporting to the Parent Council. • Staff work well with members of our community to develop class and whole school learning activities which support pupils to make cross-curricular links and identify with the wider world e.g. working with our local rotary club, and parents visiting school to share information and experiences about the world of work.

- Regular visits from the Teddy Bear Hospital (led by a parent) particularly supports children’s learning in Health and Wellbeing.
- Effective teamwork across the school and cluster supports curricular development and CPD, with the cluster schools regularly sharing training opportunities.
- Pupil Support Assistants have excellent relationships with children throughout the school and work closely with the class teachers to scaffold children’s learning.
- Academy transition opportunities are in place from P5 – P7, allowing pupils to become familiar with the academy environment, academy staff and peers from the other cluster schools.
- Effective transition arrangements from P7 – S1 are in place for pupils with additional support needs where a bridging opportunity is offered. Pupil passports help communicate learning needs and learning styles.
- Some Outreach support has been provided this session for pupils, staff and parents where additional support needs have necessitated.
- Planning is differentiated to meet individual needs. SFL and PSA time is targeted appropriately and links to the Schools ASN Audit.
- Excellent links exist between the school and the Active Schools Co-ordinator leading to a greater choice of extra-curricular activities.
- The Bounceback programme has been introduced as a new resource, helping to support the development of resilience and positive mental health.

Next steps

- Learners are supported to recognise the relevance of learning in the World of Work through a range of enterprising projects from Nursery to P7 in line with ‘Developing the Young Workforce’. Additional funding to be sought. (Link to Building the Ambition)
- Explore options regarding cluster transition link teacher to work across primary and secondary
- Member of staff to lead writing moderation project
- Become familiar with enhanced provision and learning hub processes

How do we know? – reference to:

- “Looking Inwards” (ie, sources used for self-evaluation in the school)

- Attainment Data
- Deployment of support staff
- QIC visit
- ASN Audit
- Staff commitment to Moving Image Education training
- Staff commitment to Book Creator training

- “Looking Outwards” (ie, self-evaluation via collaboration with partners)

- Care Inspectorate report
- Parent Council GIRFEC survey results
- Midyis data

How do we ensure quality, inclusion and promote diversity 3.1

Evaluation: Excellent, Very Good, Good, Satisfactory, Weak, Unsatisfactory
Performance in this area is Good
<p>Strengths</p> <ul style="list-style-type: none">• There is a clear staged procedure in place for pupils with Additional Support Needs in order to reduce barriers to learning. This includes the use of Individual plans for those who would benefit from them.• Everyone in our learning community is treated fairly and with respect and we place importance on fostering positive, open & supportive working relationships based on trust. Our school values underpin our approach.• We have a whole school approach to promoting positive behaviour and sanctions and consequences are consistent throughout the school, with the flexibility to support individuals where necessary.• Where staff identify learners who require support we respond quickly, accessing available resources and working closely with partner agencies where appropriate.• Vulnerable learners are supported by the Intervention & Prevention Teacher where appropriate.• We take opportunities to celebrate cultural diversity and promote understanding of, and respect for other beliefs and customs throughout the school.• Aims and values are readily shared and reinforced through whole school assemblies led by the Head Teacher.• Global citizenship is reinforced through extensive charity work carried out by pupils across all stages in the school.• Pupil's needs are effectively noted and targeted through use of concern forms, tracking meetings, deployment of staff including both Pupil Support Assistant and Support for Learning staff.• Learning and Teaching arrangements show clear differentiation in learning targets at all stages from Primary One to Primary Seven.• Individual Education plans (IEPs) are in existence for approximately 2% of the school in order to support individual pupils and ensure needs are met. IEPs contain very clear and succinct targets, are regularly reviewed and updated accordingly. Both Parents and pupils are involved in formulating an IEP alongside staff.• Our Educational Psychologist is used to good effect addressing concerns and supporting learners within our school. Other agencies including Health and Social Work provide some effective support in order to reduce barriers to learning. The School Nurse and Voluntary Services also provide effective support in order to meet needs.• Clear procedures are in place regarding child protection. All staff are involved in annual training updates. Staff have received training around GIRFEC in order to ensure we are working to support pupils appropriately.• Through commitment to the school vision and values, as well as the GIRFEC agenda, almost all children feel they are treated fairly and with respect in a safe and nurturing environment.• The curriculum is differentiated to meet the universal needs of individuals and groups and technology is used to support learners as appropriate.• A Behaviour Management System is in place from Nursery to P7 with a focus on promoting positive behaviours and proportionate consequences where necessary.• Almost all staff have undertaken training to support learners with a range of ASN,

including sessions on ASD and Dyslexia.

- As a response to self-evaluation, we are promoting resilience and a growth mindset amongst learners, staff and parents.
- The ASN Audit is updated termly following discussion between class/SfL teachers and SMT and in line with tracking discussions based on assessment data.
- Individuals who require additional support are identified using SHANARRI indicators. Where appropriate, an action plan will be drawn up in consultation with parents and relevant partners.
- A network Pupil Support Worker supports learners with more complex social/emotional needs.
- Our Educational Psychologist has led training on Visible Learning using The Learning Pit as visual imagery.

Next steps

Continue training programme in visible learning and growth mindset.
Continue to explore opportunities and link to inclusion and diversity e.g. Focus on Paralympics.
Continue to explore ways to raise awareness of inclusion and diversity amongst pupils, parents and the wider community.

How do we know? – reference to:

- “Looking Inwards” (ie, sources used for self-evaluation in the school)

ASN Audit
Staff CLPL records
QA process e.g. monitoring behaviour

- “Looking Outwards” (ie, self-evaluation via collaboration with partners)

EP evaluations
MAAPm minutes

What is our capacity for improvement?

<ul style="list-style-type: none">• Teacher professionalism / opportunities for professional learning
<ul style="list-style-type: none">• Visible learning• Growth Mindset• 1+2 support• Learning and Teaching Writing, Listening & Talking• Staff development – progression frameworks Benchamarks Literacy and Numeracy• Staff development sessions – moderation• Staff development sessions – effective use of data•
Leadership at all levels
<ul style="list-style-type: none">• All teaching staff have engaged in self-evaluation using the new HGIOS 4 Quality Indicators in identifying strengths and next steps.• Staff are asked to reflect, evaluate and identify good practice in moving forward the School Improvement Plan.• New initiatives and their impact are reviewed using appropriate data, with amendments made where necessary.
Engagement with parents and partners
<ul style="list-style-type: none">• Parents/Carers have been involved in a questionnaire linked to our revised Vision, Values and Aims.• The Parent Council were invited to comment on the revised Curriculum Rationale and Design.• Parents and Pupils were surveyed on wellbeing using “Getting it Right for Children & Families an establishment guide to evaluating wellbeing”. This was collated and reported on by Parent Council.• Parents were asked for feedback following our Numeracy presentation and Meet the Teacher night. Feedback was subsequently acted upon.• Nursery pupils were consulted about the preferred layout of their temporary nursery.• Nursery parents were consulted about nursery provision prior to and during care inspection.• Regular reviews and evaluations of systems will be ongoing throughout next session. <p><u>Future Priorities</u> New reporting procedures Family Learning – PC to lead</p> <p><u>Partners</u></p> <p>Continue to work with partner agencies and the wider community to reflect on the work of the school and identify future opportunities to work together. LLCP (Local Learning Community Partnership) is a new opportunity.</p>

4. Appendices

Attached are more detailed plans for the 3 key areas:

- Improving leadership and approaches to improvement (Leadership and management)
- The quality of the care and education we offer (Learning provision)

- Ensuring the best possible outcomes for all learners (Successes and achievements)

Improvement Focus No.	1	Leadership and management	
Identified Theme (From S&Q / Self-Evaluation)	Self-evaluation for self-improvement 1.1 Leadership of Learning 1.2 Leadership of change 1.3		
Actions	Intended Outcome/ Impact	How will you measure success?	
<p>Attainment data to be transferred to new interactive tracking system that allows for tracking of wider achievement to be incorporated</p> <p>Staff Development sessions to be carried out on interpretation of data/understanding importance of self-evaluation using materials such as HGIOS 4/HGIOELC/NIF</p> <p>New system for reporting on progress and achievement to be introduced ensuring compliance with Building the Curriculum 5 and in line with parents expectations/preferences.</p> <p>Preparing for EYLP (Early Years Lead Practitioner) assuming day to day responsibility for learning and teaching in Nursery. Training/recruitment/induction.</p>	<p>Data will be used more effectively to improve outcomes for learners and wider achievement will be recorded.</p> <p>Tackling bureaucracy for teachers. More easily understood information for parents regarding children's progress at more regular intervals. More involvement of parents in supporting children's learning and attainment.</p> <p>A smooth transition for staff, pupils and parents to the new staffing model in Nursery.</p>	<p>NIF Driver – School Leadership</p> <p>There will be clear evidence of the quality and impact of leadership at all levels within the school.</p> <p>Assessment of children's progress</p> <p>There will be clear evidence of the percentage of children achieving Curriculum for Excellence levels in reading, writing, listening and talking and numeracy at P1, P4 and P7.</p>	
Evidence of Progress / Comments / Next Steps			
Date			
Date			
Date:			
Date			

Improvement Focus No.	2	Learning Provision	
Identified Theme (From S&Q / Self-Evaluation)		Learning, Teaching and Assessment 2.3 Transitions 2.6 Leadership of Learning 1.2	
Actions		Intended Outcome/ Impact	How will you measure success?
<p>Staff to lead improvement initiatives (cross cluster/cross sector) in Writing, Listening & Talking. (Budget provided.)</p> <p>To share information, resources and expertise through being involved in SSLN/Education Scotland moderation work in writing, listening and talking.</p> <p>Cluster collegiate session on writing & listening & talking 8th November.</p> <p>Follow up sessions on writing & listening & talking on November In Service Day.</p> <p>1+2 Language Ambassadors to continue to highlight and share developments in 1+2 initiative.</p> <p>Staff to continue to introduce modern language learning from Nursery – P7.</p> <p>Staff to access relevant training as part of CLPL.</p> <p>Through LMG to use core funding to access a part time transition teacher who will work alongside P7 and S1 staff. Terms 3 and 4 in primaries. Terms 1 and 2 (17 – 18) in S1.</p> <p>Staff to continue to engage with Visible Learning training/opportunities.</p>		<p>To develop a shared understanding of best practice in learning, teaching and assessment of writing, listening and talking.</p> <p>Staff to develop confidence and competence in learning, teaching and assessment of 1+2 language initiative.</p> <p>Transition teacher will support curricular learning transition between P7 and S1 as he/she will gain an overview of learning needs in advance of transition to S1 providing a better curricular transition in terms of learning and teaching.</p> <p>Visible Learning techniques will further support staff to support learning for all.</p>	<p>NIF Driver – Teacher professionalism. There will be clear evidence that the impact of collegiate working and teacher professional learning will impact positively on children’s progress and achievement.</p> <p>There will be clear evidence of the effectiveness of moderation of teacher professional judgement of Curriculum for Excellence levels.</p> <p>Assessment of children’s progress There will be clear evidence of the percentage of children achieving Curriculum for Excellence levels in reading, writing, listening and talking and numeracy at P1, P4 and P7.</p>
Evidence of Progress / Comments / Next Steps			

Date	
Date	
Date:	
Date	

Improvement Focus No.	3	Successes and Achievements	
Identified Theme (From S&Q / Self-Evaluation)	Ensuring wellbeing, equality and inclusion 3.1 Raising attainment and achievement 3.2 Increasing creativity and employability 3.3		
Actions	Intended Outcome/ Impact	How will you measure success?	

<p>Staff to continue to engage with further training opportunities/professional dialogue in developing pupil resilience and positive mental health (cluster led) using new Bounceback resource.</p> <p>Staff to engage with professional learning opportunities in mindfulness and incorporate strategies and ideas into classroom practice.</p> <p>Staff to engage with professional learning opportunities relating to digital literacy and increase the use of digital technology in school.</p> <p>Staff to complete training in Moving Image Education.</p> <p>Staff to begin to engage with DYW (Developing the Young Workforce) initiative and link to practice.</p> <p>PTA to be asked to support the purchase of identified technologies.</p> <p>To plan for a smooth transition back into new Nursery working alongside pupils parents, authority officers and care inspectorate.</p> <p>Forward planning to prepare for an increase in capacity additional pupils and staffing.</p>	<p>Pupils across the CSN will develop a common understanding of how to develop and maintain positive mental health and resilience.</p> <p>Pupils will be better equipped to manage mental health anxieties and stress.</p> <p>Pupils will be able to increase their skills in creativity and employability.</p> <p>Smooth move back to Nursery with as little disruption as possible for staff, pupils and parents.</p>	<p>NIF Driver – School Improvement Success in raising attainment and achievement for all children. Extent to which the school ensures equity for all children. Overall quality of learning, teaching and assessment. Overall progress with key priorities at school, local and national level.</p>
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Evidence of Progress / Comments / Next Steps

Date	
Date	
Date:	
Date	

