

Standards and Quality Report 2018-2019 Improvement Plan 2019-2020

School: Orchard Brae

Head Teacher: Caroline Stirton

Together we grow



Orchard Brae as described by pupils



www.orchardbraeschool@aberdeencity.gov.uk



<https://en-gb.facebook.com/orchardbraeschoolaberdeen>



OrchardBraeSchool@aberdeencity

CONTENTS

PART ONE: Standards and Quality Report 2018-19

- School Context; School Vision, Values and Aims
- Review of School Improvement Plan Progress 2018-19
- Core Quality Indicator Evaluations 2018-2019 Based on Self-Evaluation / Audit Activity
- Capacity for continuous improvement statement

PART TWO: School Improvement Plan 2019-20

- Key Priorities informing Improvement Planning - National, Local and Service / School 2019-20
- School Improvement Plan 2019-20 Action Plans
- Pupil Equity Fund Rationale and Planned Expenditure 2019-2020
- Professional Learning QI 1.2 Leadership of Learning 2019-2020

Context of the school:

Orchard Brae School is an all through free standing special school for pupils age 3-18 with profound, multiple and complex needs. Orchard Brae opened on 21st August 2017. The school is a citywide provision and is situated in the north of Aberdeen City. It is the amalgamation of 3 specialist provisions – Woodlands School, Hazlewood School (both 5-18 free standing provisions) and the Preschool ASN Service, all of which are now closed.

Orchard Brae is a purpose-built facility which has been specially designed to meet the needs of the children and young people who attend. It has a range of fully accessible specialist teaching areas that accommodate the sensory requirements of pupils. There are tracking hoists throughout and specially widened doors and corridors. There are 3 distinct areas all of which are equipped with sensory, soft play, therapy and general-purpose rooms. The whole school facilities include: a multi-purpose hall, deck level trampoline, swimming pool, hydro pool, HE and art rooms. The outdoor learning space is varied and large, with a good range of fixed play equipment as well as creative landscaping which lends itself to future development. The nursery, sensory, wildlife and growing gardens are also in the early stages of development.

The school has a roll of 122 children with an additional 40 place nursery; the school roll is predicted to remain constant for the foreseeable future. The school has a management team of an Executive Head Teacher, Three Head of Areas – Head of Secondary, Head of Primary and Head of Early Learning and Child Care and four Principal Teachers, one of whom leads the Autism Outreach Service. There are 18 classes, 4 nursery classes (2 of which are based within Ashgrove Children's Centre) 2 citywide outreach services – Autism Outreach Service and MOVE/Moving and Handling. The full-time equivalent teaching staff is 40.12fte, Early Years Practitioner 23.94Fte and Pupil Support Assistant staff is 52Fte.

The school has a large and very committed staff team which includes teachers, Early Years Practitioners, PSAs and Escorts who are allocated according to pupils needs. This can be very fluid at times with staff sometimes working in various classes over the day/week depending on pupil and staff absences.

We have extended our outreach to other establishments which has allowed members of our team to support pupils and colleagues across the city. This remains an area for development as this has proved challenging given the significant staffing demands throughout this session. We have facilitated a number of staff from school across the city to spend time in classes to learn strategies and techniques that they can then use in their own classrooms.

An extended team of NHS Professionals work with us on a weekly basis, ensuring individualised plans and strategies for pupils are identified and implemented. The school continues to benefit from a range of specialists; Music therapy, Art and Music instructor, Drama instructor, Sounds Light Sensory and an Active Schools Assistant who delivers a full range of activities (including lunchtime clubs and in the evening clubs) every week. This is funded through devolved budgets. We also receive support from our Social Work colleagues in the Children with Disability Service who are co-located with us at Orchard Brae. During the holiday periods a holiday fun club is available free of charge for all pupils who attend Orchard Brae and their families. This has been funded from the PEF budget. This offered targeted pupils and their families a range of sports and expressive arts activities.

Parental engagement and family learning are identified key drivers of our improvement journey. Parents, carers and families are encouraged to be fully involved in the life of the school and their child's learning and development. Our parents are very supportive of the school and our

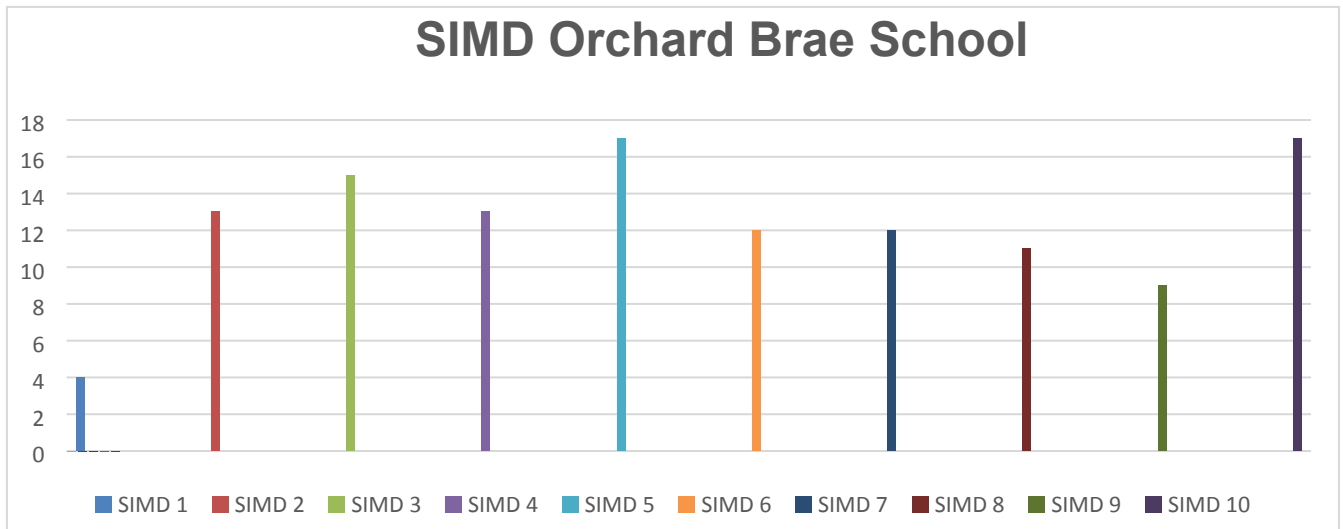
Parent Council, Orchard Brae Connect and our charitable body, Friends of Orchard Brae, are very active and supportive of the school.

Pupils have many opportunities to be involved in the work and life of the school. These include our Pupil Council, Rights Respecting School and Eco School groups. This year we achieved our Green Flag status. We had 6 senior pupils achieve their Bronze Duke of Edinburgh awards and a number of secondary pupils gained wider achievement awards through the John Muir Trust. Many personal and group achievements have been celebrated throughout our first year.

The ethos of the school is one of a welcoming, friendly and flexible environment with a pupil centered focus and positive atmosphere. This is commented on frequently by visitors to the school. The staff are committed to working well together and reflecting on practice to provide a high-quality experience for our pupils. The school has established close links with the community and agencies in the community. The school is part of the Northfield ASG (Primary Schools and Secondary School) and we are building close links with all of the schools in the ASG. Our aim is to work together to ensure our pupils have consistent learning experiences and opportunities for partnership events.

Free school meal entitlement excluding P1-P3 is 26% in P4-S6.

SIMD Statistics:



Aberdeen City vision statement:

Strong partnerships will ensure that Aberdeen is a high achieving City of Learning which:

- Offers nurturing, relevant learning opportunities for all
- Strengthens the resilience of all
- Celebrates aspiration, ambition and innovation with all

School vision statement:

We are passionate in our shared commitment to provide a learning environment where each pupil experiences a personalised pathway, enabling them to be as functionally independent as possible, achieving their potential as successful learners, effective contributors, responsible citizens and confident individuals and therefore fully equipped to achieve lifelong success in positive destinations, within communities who respect diversity.

School values and aims:



Orchard Brae School

Our motto:

Together we grow

Our values:



Equity



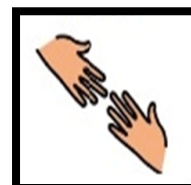
Positivity



Respect



Kinship



Nurture



Honesty



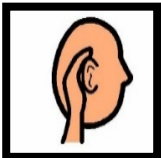
Our shared vision:

We are passionate in our shared commitment to provide a learning environment where each pupil experiences a personalised pathway, enabling them to be as functionally independent as possible, achieving their potential as successful learners, effective contributors, responsible citizens and confident individuals and therefore fully equipped to achieve lifelong success in positive destinations, within communities

who respect diversity.

Our aims and objectives **We will learn together**

We aim to provide an inclusive, nurturing and appropriately stimulating learning environment in which people are; valued and connected through a strong sense of belonging, understanding the benefits of learning together and enabling everyone to give of their best.



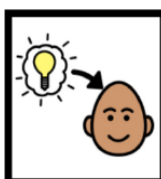
We will listen carefully to each other

We aim to actively listen to our school community as a Rights Respecting School. Pupil voice is particularly valued by embracing inclusive communication and technological advances, to ensure opinions are encouraged, valued and used to influence change.



We will participate in our personalised curriculum

We aim to encourage every pupil to fully participate and engage in their learning journey by providing a personalised curriculum that is relevant but challenging. This curriculum engages the benefits of family learning, uses the knowledge of professional partners and actively seeks community partnerships, to increase life chances for all our learners.



We will engage in learning that is fun and challenging

We aim to deliver high quality and enjoyable learning; by gathering and using our knowledge of learners, responding to their needs and motivations through innovative and evidence-based practice, respecting

risk whilst focusing on appropriate challenge and empowering pupils to develop their curiosity, independence and resilience.

The school aims were created during session: 2017-2018

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

Review of School Improvement Plan Progress 2018-2019

Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy	
<p>NIF Priority</p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>NIF Driver</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism Parental engagement • Assessment of children's progress • School Improvement • Performance Information
HGIOS?4 QIs	
<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 	<ol style="list-style-type: none"> 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability

Impact and Evidence:

- Feb '19 Consultation events with staff, pupils, parents and partners held before finalising and publishing Vision, Values and Aims. These are now integral to the work of the school and support the school ethos and school improvement.
- Curriculum Rationale has been developed and encompasses the school's vision, values and aims. As a result, all teaching staff are becoming increasingly familiar with our Curriculum rationale which will help us work together to improve outcomes for children and young people.
- Curriculum progression frameworks covering Early to Second levels are in place, with Es and Os and Benchmarks. There is an inconsistency in the use of progression frameworks, resulting in a lack of cohesive planning from pre early to senior phase and a lack of clarity for staff. This lack of consistency is thought to be due to the fact that staff were not fully involved in their development. This area will be further developed over session 2019-2020.
- Target setting arrangements were established; however, scrutiny of individual achievements indicates that these arrangements are not supporting sufficient progress for individuals. Arrangements will be reviewed in line with current guidance and best practice.
- Tracking wider achievement has helped staff to identify potential barriers to participation and led to a wider offer of certificated courses and experiences outside the classroom.
- APEC training was completed by a further 18 staff during session 2018-19. ***insert number. Staff have now successfully completed the 4-day comprehensive APEC certificated training. Staff report this training supports them to better plan and meet the needs of pupils.
- In partnership with our NHS Speech and Language Therapy Team the school has continued to promote the use of Makaton through the introduction of new signs every fortnight. SaLT report more consistent use of Makaton throughout the school by both staff and pupils and increasing numbers of children and young people engaging with the Makaton choir.
- Following a review of the use of ILD electronic portfolios it has been identified that a lack of clear progression frameworks is impacting on the quality of information uploaded onto the system. The decision was taken to not share the ILD with families within the school at this point and to explore how electronic sharing could be better aligned to refined curriculum frameworks.
- All nursery pupils have regular opportunities to participate in learning in the outdoor environment. Staff are now working to understand how different outdoor contexts can positively impact on children's health and wellbeing to help inform the outdoor offer as we move forwards. Ashgrove nursery has successfully implemented Wee Green Spaces and will support Howes Road staff to utilise this approach.

Next Steps

- Plan for improved learning experiences across the curriculum in nursery and school through a focus on:
 - a) High quality teaching and learning;
 - b) planning for progression by utilising clear curricular progressions;
 - c) effectively utilising tracking and monitoring; and
 - d) effective assessment and moderation
- Improve consistent use of total communication through:
 - a) Gaining an accurate baseline through QA visits to classes focussing on communication;
 - b) Identifying APEC Ambassadors to help drive and share good practice;
 - c) Taking account of APEC progression within the literacy and communication framework;
 - d) Further development and use of Makaton; and
 - e) Ensuring that all children have a clear communication plan which is consistently followed by all staff.

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

NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy

NIF Driver

- School leadership
- Teacher professionalism

<p>2. Closing the attainment gap between the most and least disadvantaged children</p> <p>3. Improvement in children and young people's health and wellbeing</p> <p>4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<ul style="list-style-type: none"> • Parental engagement • Assessment of children's progress • School Improvement • Performance Information
<p>HGIOS?4 QIs</p>	
<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership of management and staff</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p>	<p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement</p> <p>3.2 Securing children's progress (ELC)</p> <p>3.3 Increasing creativity and employability</p>
<p>Pupil Equity Fund 2018-2019 Budget £62,500</p>	
<p>Impact and Evidence (including use of Interventions linked to Pupil Equity Funding):</p> <p>Lunchtime Activity Clubs</p> <ul style="list-style-type: none"> • An Active Schools assistant was employed specifically to focus on the establishment of lunch time activity clubs as well as to focus on the introduction of evening activities. Data from active schools shows that pupils have engaged in a wide range of activities through lunch time clubs, including basketball, boccia, yoga and dance • Data shows an 80% increase in activity from 4/25 to 20/25 from the targeted group participating in lunch time activity clubs. <p>Evening Activities for pupils to attend with a parent/carer</p> <ul style="list-style-type: none"> • 57% of parents and carers responded to a survey seeking feedback on evening activities. Almost all respondents thought the clubs had positively impacted on families. Qualitative and quantitative data will be gathered over 2019-2020 session to inform future planning. • Data from attendance sheets shows that 30 different families have engaged with the evening activities. One pupil and his father had 100% attendance at the drumming workshop. Activities on offer included swimming, drumming, music and boccia. One mum said it was the first time she had been able to take her 16-year-old daughter swimming since she was 3 years old. A number of parents have asked if the sessions could be extended to siblings to support family wellbeing and cited the difficulties with childcare as a challenge to them. As a result all evening and holiday clubs are now open to all family members. <p>Family Summer School</p> <ul style="list-style-type: none"> • During Session 2017-2018, parents and carers expressed an anxiety about how they would cope over the 6 week summer break due to the lack of assessable activities for their child. A Family Summer School was arranged with 12 families attending. Feedback was positive and this was repeated in Easter 2019. This proved very successful with 29 families attending and feedback was very positive. • In Summer 2019, the number of families attending increased to 30. This showed an increase of 150% from Summer 2018. • The children attending have been tracked and data will now inform those who may be missing out • Sustainable funding from DEM has now been identified and this will be used to fund the whole programme of activities, Easter and Summer Schools, lunch clubs as well as our Active Schools Assistant. This will ensure sustainability in the longer term. • Details can be found in the Summary Report. 	

Next Steps:

- Gather qualitative and quantitative data on the impact of wrap around activities on families to inform the future offer
- Measure data of children and young people attending session to track and identify those who may be missing out
- Look at ways of increasing the uptake in the nursery and secondary sector
- Look at ways to increase the uptake of female children and young people attending the Camps
- Look at the range of activities on offer and what else could be offered that may impact on participation
- Continue to ensure that the improvements made in the booking system are maintained
- Look at ways in which the opinions of the children and young people themselves can be gathered in a range of ways

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

NIF Priority

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

NIF Driver

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

HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

Impact and Evidence:

- Through planned workshop sessions there has been increased parental awareness of learning opportunities for parents/families across the school. This has included parental workshops run in partnership with Orchard Brae Connect chair: Behaviour management, moving and handling, access to social work, first aid for parents, guardianship. Chair of Orchard Brae Connect and Friends of Orchard Brae facilitated a parent information stall at parents' night. Attendance has been steady, particularly during the afternoon sessions as a result and a programme will continue to run through the 2019-2020 session
- The appointment of an Active Schools Assistant has enabled a wider range of physical and functional activities for pupils in Nursery and School, which therapists tell us has increased participation and functional movement.
- A H&WB Leadership group of staff has been formed to review and improve the H&WB curriculum. This has included forming links with other establishments. The group has identified specific areas that required immediate attention leading to identifying targeted pupils in senior phase. In addition, the group has identified potential links to SQA units and investigated the potential of using ASDAN across S1-S6 to further enhance the health and wellbeing curriculum.
- Targeted pupils in the senior phase have experienced bespoke programmes of study in health and wellbeing specific to relationships, emotions and personal safety. This has had a positive impact on pupils achieving H&WB targets.
- An audit of resources resulted in the purchasing of a wider range of resources to support delivery of sexual health/parenting/relationship training. In addition, two teachers have attended sexual health/parenting/relationship training. This is having a positive impact on the quality of the learning and teaching of sexual health/parenting/relationships.
- 41 staff attended a CAMHS lead sensory integration workshop in Nov 2018. Staff evaluation feedback indicates an increased awareness and knowledge of sensory integration and how it can impact on pupils. The impact of this training led to the formation of the Sensory Leadership Group which subsequently is developing individualised pupil sensory profile format and toolkit.

Next Steps:

- Further develop links with other establishments and widen the range of professional learning to support the teaching of the H&WB curriculum.
- Whole school framework for H&WB to be developed.
- PSE teacher to be recruited internally to enable more confident delivery.
- Agree and implement a programme of planned learning that takes cognisance of the specific needs of the children and young people and review by Dec 2019.

- The Sensory Leadership Group to complete individual sensory profile document and toolkit and implement across the whole school.
- The Sensory Leadership Group to complete the “Regulating My Senses” core progression.

Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Priority

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

NIF Driver

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

HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children’s progress (ELC)
- 3.3 Increasing creativity and employability

Impact and Evidence:

- A person-centred planning tool was introduced into senior phase classes to identify curriculum pathway and IEP targets. This resulted in a more focused approach to identifying and meeting individual learning needs and will be built upon further in session 2019-2020.
- A flexible timetabling package that accommodates pupil choice introduced for senior phase based around learning for leisure and sporting activities. This has resulted in most young people in S4-S6 experiencing increased opportunities to choose pathways that enhance their engagement and participation in developing skills for learning, life and work.
- Focussed development sessions and professional dialogue with senior phase teaching teams have increased staff awareness and knowledge of world of work agenda. This has resulted in improved planning, resourcing and facilitating of work placements for all targeted S5 and S6 pupils.
- An increased range of work placements with a focus on relevant social and personal skills in IEP targets have been planned with almost all young people participating in a work placement in S5 and S6. Careful alignment with work placements with SQA units and the interests of young people have enabled an increase in college applications. Feedback from placement providers evidenced that the young people have increased their levels of independence and interaction skills.
- A successful Futures Event held for parents, had a direct impact on parental knowledge and ambition for their young person.
- A DYW Leadership group has been formed and has formulated an action plan to help ensure that the Broad General and Senior Phase curriculum fully capitalises on opportunities to prepare young people for a life beyond Senior Phase.

Next Steps:

- Further expansion of the Wider Achievement programme required to include a range of certificated courses and awards throughout the school from P1-S6.
- To continue to expand work placements to include a wider range of pupils.
- Build upon the successful Futures Event to continue to increase ambition for children and young people
- Build on the person-centred planning tool developed in session 19/20 to ensure learning is relevant, progressive and meets the needs of all pupils

Core Quality Indicator Evaluations based on Audit / Self-Evaluation Activity

School

Quality Indicator	School Self-Evaluation
1.3 Leadership of change	2
2.3 Learning, teaching and assessment	1
3.1 Ensuring wellbeing, equity and inclusion	2
3.2 Raising attainment and achievement	2

ELCC (where appropriate)

Quality Indicator	ELCC Self-Evaluation
1.3 Leadership of change	2
2.3 Learning, teaching and assessment	2
3.1 Ensuring wellbeing, equity and inclusion	2
3.2 Securing Children’s Progress	3

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

Capacity for continuous improvement statement

Our overall evaluation of the school’s capacity for continuous improvement:

* We are confident in our capacity for continuous improvement

* We have a few concerns about our capacity for continuous improvement

Comment: SLT roles and responsibilities have been realigned and staffing is beginning to improve. This has resulted in the school being in a stronger position to continue to improve and deliver excellence and equity for all learners during session 2019-2020.

IMPROVEMENT PLAN 2019-2020

Orchard Brae School



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

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

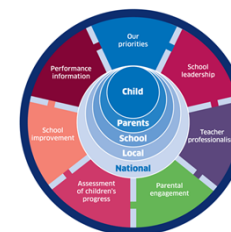
Overview

NIF Priority

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

NIF Driver

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



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

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

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

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

HGIOS?4 QIs

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

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

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

Curriculum for Excellence – Entitlements for all children and young people

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

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

Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy

HMIE Recommendations:

- There is a need to increase planned learning opportunities to ensure there is high quality learning and teaching for all children and young people across the school and nursery.
- Review and develop curriculum frameworks in all subject areas, starting with literacy, numeracy and health wellbeing.
- Raise attainment and achievement across the school and nursery and increase expectations of what children and young people can achieve

Lead Responsible:

Partnership Forum (where appropriate):

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

1. By June 2022 a consistency of approach in learning and teaching for all pupils in nursery to senior phase.
2. By June 2022 improved attainment in literacy, numeracy and Health and Wellbeing through consistent delivery of high-quality learning and teaching for all pupils -Starting with Literacy in 2019/20
3. By June 2022 share, review and embed the curriculum rationale to ensure that a relevant and progressive curriculum is in place for all learners - Starting with sharing in 2019/20
4. By June 2022, all pupils experience a progressive and relevant learning pathway in literacy, numeracy and HWB through planned learning, linking with skills - Starting with Literacy 2019/20
5. By June 2022, there will be an increase in the use of digital technologies to support and access learning across the curriculum - Starting 2020/21

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress
			Time Resource	School Budget Resource £			On Track
<ul style="list-style-type: none"> • Professional dialogue linked to learning, teaching and assessment policy leading to improved self-evaluation and quality of lessons • Improved staff confidence in effective pedagogy and use 	1.3 2.3	Learning and Teaching <ul style="list-style-type: none"> • Develop a shared understanding of what constitutes excellent learning and teaching at Orchard Brae (Years 1, 2 & 3) • Engage with Osiris to offer a coaching and mentoring approach to help develop the confidence of staff in 	SLT Management Time	Osiris £2000	SLT All Staff	June 2022	Behind Schedule
			Inset Days CLPL		Education Scotland Senior	June 2020	Not Actioned

<ul style="list-style-type: none"> of AiFL strategies measured through staff Google surveys and monitoring Pre and post data linked to VERP outcomes 		<ul style="list-style-type: none"> delivering high quality learning and teaching (Year 1) Develop an aspirational learning, teaching and assessment policy (Year 1) 	Meetings (May 19 – June 20)		Development Officer	June 2020	
		<ul style="list-style-type: none"> Initial whole staff workshop to be held on November inset.(Year 1) Review and embed the consistent use of AiFL strategies to plan and structure lessons to clarify what is to be learned, how it is to be achieved for learners and identify next steps. (Year 1) Establish a programme of Video Enhanced Reflective Practice (VERP) to support improved practice and professional reflection (Year 1 & 2) 	SLT Management Time Inset Days CLPL Meetings (May 19 – June 21)		Exe HT All Staff Education Scotland Senior Development Officer Head of Primary	Nov 2019 June 2020 June 2021	
<ul style="list-style-type: none"> Leuven Wellbeing, Involvement and Engagement Scales evidences improvement Monitoring of planning and professional dialogue Classroom Monitoring Focused Professional Dialogue / Self-Evaluation – Q1 2.3 	1.1	Planning for Learning	SLT Management Time		Planning Leadership Group	June 2021	
	2.3	<ul style="list-style-type: none"> Review and develop 'planning for learning' formats to ensure 'planned learning' focuses on enabling pupils to make progress, with built-in systems for assessment (Year 1) and moderation (Year 2) Develop planning (Nursery to S6), (Year 1) to ensure learning is personalised with appropriate pace and challenge (Year 2) 	Head of Department Meetings Inset Days CLPL Meetings (May 19 – June 22)		All Staff Education Scotland Senior Development Officer	June 2021	

		<ul style="list-style-type: none"> Ensure planning reflects the school aims, (Year 1) and learning activities including technologies are: fun; differentiated; relevant; challenging and matched to the needs and interests of learners (Personalised Learning Planning) (Years 2&3) Ensure school timetables link clearly to planned learning across the curriculum with a specific focus on literacy, numeracy and HWB. (Year 1) 				June 2022	
						June 2020	
<ul style="list-style-type: none"> Robust QA process ensures increased professional dialogue through regular planned tracking and planning meetings to inform targets 	1.1 2.3 3.2	<p style="text-align: center;">Quality Assurance / Monitoring</p> <ul style="list-style-type: none"> Establish a robust calendar of monitoring and professional dialogue – planning linked to data (Nursery – S6) and share with staff (Year 1) 	May – September 2019		SLT All Staff	September 2019	
<ul style="list-style-type: none"> Classroom monitoring – increased quality of teaching and learning in lessons observed Increase in direct teaching time – measured through planned learning planning and SLT / Peer monitoring Improved pupil engagement in learning based on Leuven Wellbeing, Involvement and Engagement scales of engagement 		<ul style="list-style-type: none"> Arrange staff visits to each other's classes (Year 1) as well as opportunities to visit other schools (Year 2) to develop a better understanding of high-quality learning and teaching that meets the needs of all learners. (Nursery – S6) SLT – Classroom Monitoring during Session 2019-2020 as per QA Calendar (Nursery – S6) (Year 1) 	QA Calendar During Sessions 2019-2021		All staff	June 2021	
						June 2020	

<ul style="list-style-type: none"> • Parent Survey • Leuven Wellbeing, Involvement and Engagement Scales – improved pupil engagement • Planning and monitoring evidences increased number and quality of lessons involving digital technologies to support learners • Improved attainment / targets 	<p>1.1 2.3 3.2</p>	<p style="text-align: center;">Digital Technologies</p> <ul style="list-style-type: none"> • Create a Digital Technologies Leadership Group with support from ACC Technologies Support Team (Year 1) • Review and increase the use of digital technologies and interactive technology being used to make learning more appropriate, engaging and exciting for children and young people. (Nursery – S6) (Year2 & 3) 	<p style="text-align: center;">CLPL Meetings (May 19 – June 22)</p>		<p style="text-align: center;">Digital Technologies Leadership Group</p> <p style="text-align: center;">ACC Digital Technologies</p>	<p style="text-align: center;">June 2020</p> <p style="text-align: center;">June 2022</p>	
<ul style="list-style-type: none"> • Self-Evaluation QI 2.3 • Improved use of electronic tracking system impacts on supporting attainment and achievement • Improved and consistent quality of targets (Nursery – S6) • Improved progress and attainment in literacy, numeracy and HWB of pupils (Nursery – S6) 	<p>2.3 3.1</p>	<p style="text-align: center;">Tracking and Target Setting</p> <ul style="list-style-type: none"> • Review the tracking system to include achievement and attainment data into a single electronic system, ensuring this captures the impact of the curriculum across the school. (Nursery – S6) (Year 1 & 2) • Use data to set relevant and aspirational targets (Nursery – S6) (Year 2& 3) • Review the use of Interactive Learning Diaries (Nursery-S6) and establish whether an alternative resource i.e. B Squared - 'Small Steps to Excellence' would be more appropriate. (Year 1) • Review target setting (Year 1) as part of planning for learning to ensure these are relevant and are accurately assessed and recorded consistently within Child's Plans (Nursery – S6) (Year 2& 3) 	<p style="text-align: center;">SLT Management Time</p> <p style="text-align: center;">Head of Department Meetings</p> <p style="text-align: center;">Inset Days</p> <p style="text-align: center;">CLPL Meetings (May 19 – June 22)</p>	<p style="text-align: center;">BSquared – Small Steps to Excellence PEF £7,500</p>	<p style="text-align: center;">SLT</p> <p style="text-align: center;">Heads of Department</p> <p style="text-align: center;">All Staff</p>	<p style="text-align: center;">June 2021</p> <p style="text-align: center;">June 2022</p> <p style="text-align: center;">June 2020</p> <p style="text-align: center;">June 2022</p>	

		<ul style="list-style-type: none"> Ensure assessment information is used to review and refresh targets for learners (Nursery – S6) (Year 2 & 3) 				June 2022	
<ul style="list-style-type: none"> Self-Evaluation QI 2.3 Numeracy progression consistent across the school Classroom monitoring Leuven Wellbeing, Involvement and Engagement indicators Professional dialogue Robust moderation process Improved attainment in numeracy (Nursery – S6) 	1.1 2.2 2.3 3.2	<p style="text-align: center;">Numeracy and Mathematics</p> <ul style="list-style-type: none"> Review and develop the learning and teaching of numeracy skills, including progression across the nursery and school to ensure the frequency and content of numeracy and mathematics learning is robust (Year 2) 	SLT Management Time Head of Department Meetings Inset Days CLPL Meetings (May 19 – June 21)		SLT Heads of Department All Staff	June 2021	
<ul style="list-style-type: none"> Self-Evaluation QI 2.3 Literacy progression consistent across the school Classroom monitoring Leuven Wellbeing, Involvement and Engagement indicators Professional dialogue Robust moderation process Improved attainment in numeracy (Nursery – S6) 	1.1 2.2 2.3 3.2	<p style="text-align: center;">Literacy and Communication</p> <ul style="list-style-type: none"> Review and develop the learning and teaching of literacy skills, including progression across the nursery and school to ensure the frequency and content of literacy and English learning is robust (Year 1) Improve consistent use of total communication and extend opportunities for pupils to use their communication systems through: APEC Ambassadors; APEC progressions; Makaton skills' progression and clear communication plans for all pupils (Year 1) 	SLT Management Time Head of Department Meetings Inset Days CLPL Meetings (May 19 – June 20)		SLT Heads of Department All Staff	June 2020 June 2020	

<ul style="list-style-type: none"> Self-Evaluation QI 2.3 Health and Wellbeing progression consistent across the school Classroom monitoring Leuven Wellbeing, Involvement and Engagement indicators Professional dialogue Robust moderation process Improved wellbeing based on assessment and tracking of wellbeing indicators 	<p>1.1 2.2 3.1 3.2</p>	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> Review and develop the learning and teaching of HWB skills, including progression across the nursery and school to ensure the frequency and content of HWB learning is robust (Year 1 & 3) 	<p>SLT Management Time</p> <p>Head of Department Meetings</p> <p>Inset Days</p> <p>CLPL Meetings (May 19 – June 22)</p>		<p>SLT</p> <p>Heads of Department</p> <p>All Staff</p>	<p>June 2022</p>	
<ul style="list-style-type: none"> Leuven Wellbeing, Involvement and Engagement indicators Classroom monitoring Professional dialogue Evidence of transfer of skills 	<p>1.1 2.2 3.2</p>	<p>IDL / Contexts for Learning</p> <ul style="list-style-type: none"> Review the approach to IDL ensuring relevance to learners' needs and application of skills across the curriculum (Year 2) Identify local 'connections' and opportunities for relevant learning across the nursery and school (Year 3) 	<p>SLT Management Time</p> <p>Head of Department Meetings</p> <p>Inset Days</p> <p>CLPL Meetings (May 19 – June 22)</p>		<p>Head of Primary</p> <p>All Staff</p>	<p>June 2021</p> <p>June 2022</p>	
<ul style="list-style-type: none"> Self-Evaluation QI 2.3 / 2.2 Classroom observations Professional dialogue informing curriculum rationale Pupil focus groups 	<p>2.2</p>	<p>Curriculum Rationale</p> <ul style="list-style-type: none"> Review and continue to develop a shared understanding of the curriculum rationale (Year 1) to ensure it informs learning experiences across the nursery and school (Year 2) in delivering the high aspirations set for learners within the school's vision, values and aims 	<p>SLT Management Time</p> <p>Head of Department Meetings</p> <p>CLPL Meetings (May 19 – June 21)</p>		<p>Head of Primary</p> <p>All Staff</p>	<p>June 2021</p>	

<ul style="list-style-type: none"> Improved learning environment audit / Self-Evaluation QI 2.3 / 2.2 Staff confidence questionnaire Parent surveys Leuven Wellbeing, Involvement and Engagement Scales measuring engagement Improved planning for learning 	<p>1.1 2.2 2.3</p>	<ul style="list-style-type: none"> In nursery, use the rationale to plan a progressive approach to children's development and learning to ensure an increased and shared understanding of learning and teaching across the curriculum (Year 1 & 2) In nursery, develop further an enabling environment that will support literacy and numeracy across the curriculum with increased opportunities to promote independence, curiosity, enquiry and creativity. (Year 1 & 2) 	<p>SLT Management Time</p> <p>Inset Days</p> <p>CLPL Meetings (May 19 – June 21)</p>		<p>Head and PT of ELC All Nursery Practitioners</p> <p>ACC EYs Dev Officer</p> <p>Creative Star Learning</p>	<p>June 2021</p> <p>June 2021</p>	
<ul style="list-style-type: none"> Self-Evaluation Professional Dialogue – increased understanding of progression Monitoring and tracking - improved planning and progress in learning Improved pupil engagement – Leuven Wellbeing Involvement and Engagement Scale 	<p>1.1 2.2 2.3</p>	<p>Progression Pathways</p> <ul style="list-style-type: none"> Establish a Curriculum Leadership group (Year 1) Review and develop progression pathways in literacy to support the delivery of the broad general education and senior phase (Year 1) 	<p>SLT Management Time</p> <p>Inset Days</p> <p>CLPL Meetings (May 19 – June 20)</p>		<p>Curriculum Leadership Group</p>	<p>June 2020</p> <p>June 2020</p>	
		<ul style="list-style-type: none"> Review and develop progression pathways in numeracy to support the delivery of the broad general education and senior phase (Year 2) 	<p>SLT Management Time</p> <p>Inset Days</p> <p>CLPL Meetings (May 20 – June 21)</p>		<p>Curriculum Leadership Group</p>	<p>June 2021</p>	
		<ul style="list-style-type: none"> Review and develop progression pathways in health and wellbeing to support the delivery of the broad general education and senior phase Link to Plan 3 (Year 3) 	<p>SLT Management Time</p> <p>Inset Days</p> <p>CLPL Meetings (May 21 – June 22)</p>		<p>Curriculum Leadership Group</p>	<p>June 2022</p>	
		<ul style="list-style-type: none"> Review the focus for interdisciplinary learning ensuring staff develop a clearer understanding of interdisciplinary learning to ensure appropriate progression in learning (Year 1) 	<p>SLT Management Time</p> <p>Inset Days</p> <p>CLPL Meetings (May 19 – June 20)</p>		<p>Curriculum Leadership Group</p>	<p>June 2020</p>	

<ul style="list-style-type: none"> • Staff Questionnaire – Self-Evaluation • Increased time pupils learn outdoors • Leuven Wellbeing, Involvement and Engagement Scales • Monitoring of learning 	<p>1.1 2.2 2.3</p>	<p>Outdoor Learning</p> <ul style="list-style-type: none"> • Develop outdoor learning to ensure pupils have increased opportunities to learn outdoors in a planned and progressive way (Nursery – S6) (Year 2 & 3) 	<p>SLT Management Time Inset Days CLPL Meetings (May 20 – June 22)</p>		<p>Curriculum Leadership Group</p>	<p>June 2022</p>	
--	----------------------------	---	--	--	------------------------------------	------------------	--

Monitoring Progress and Evaluating Impact

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

Impact and Evidence:

Pupil Equity Fund Budget Allocation April 2019 - £25,900

Pupil Equity Fund Rationale 2019-2020

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

**Five Key Areas: Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement; Participation
Achieving Equity - Identified gap(s) to raise attainment; Targeted Interventions; Quintiles / Deciles**

Analysis of data indicates Pupil Equity Funding will be used to provide additional resources to support gaps in: Pupil engagement and participation in physical activity during lunchtime, evening and holiday periods.

- **Looking to target literacy and numeracy for targeted pupils and families**
- **Support disadvantaged families within our lowest SIMD deciles**
- **Improve tracking of all pupils but in particular those who are most at risk of being affected by poverty to ensure interventions are well matched to their needs.**
- **Those that are at risk of missing out have opportunities to engage in personalised learning opportunities through award bearing wider achievement programmes. Data will be used to monitor pupil progress and participation.**

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

Lead Responsible: SLT and Leadership Groups

(See PEF Spending Plan for details)

Partnership Forum (where appropriate):

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

- **By June 2021 an increased access to a library resource from nursery to S6.**
- **By June 2020 the Orchard Brae Uniform bank will support targeted pupils and their families to have access to appropriate school clothing.**
- **By June 2021 a digital tool will be implemented within the school to increase the ability to track the progress of pupils who are most disadvantaged – starting with procurement and training in 2019/20**
- **By June 2020 have refreshed numeracy resources to ensure that they reflect the diverse learning needs of pupils – starting with an audit in 2019/20**

<ul style="list-style-type: none"> By June 2020 an increased award bearing wider achievement programme will be established to ensure that pupils achievement is recognised and celebrated. 							
Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress
			Time Resource	PEF £			On Track
<ul style="list-style-type: none"> Teachers' planning and assessment Progress and Attainment data IEPs 	3.2	<ul style="list-style-type: none"> Monthly analysis of attainment and progress tracking data of identified children and young people. Link with IEPs, Literacy, Numeracy and Health and Wellbeing Interventions (Year 1) 	SLT Management Time Staff Professional Dialogue Meetings (May 19 – June 20)		SLT Heads of Department All Staff	June 2020	On Track
<ul style="list-style-type: none"> Pupil Engagement (Leuven) Data – success of Enterprise Parental Feedback Questionnaire Pupil Feedback 	2.3 3.1 2.7	<ul style="list-style-type: none"> Poverty Proofing – Uniform Bank (Senior Phase Enterprise) – Links with Literacy and Numeracy / IDL (Year 1) Partnership work with Orchard Brae Connect Target identified pupils (Year 1) 		£200	Senior Phase Staff Senior Pupils	June 2020 June 2020	Behind Schedule
<ul style="list-style-type: none"> Increased opportunities engagement in literacy – reading by all pupils Increased progress and attainment in reading Parental questionnaire Pupil Feedback 	2.2 2.3 3.1 2.7	<ul style="list-style-type: none"> Library Refurbishment – Resources (Year 1) Whole School – Individual Classroom libraries / resources (Year 1) Launch library with a focus on whole school literacy (Year 1) Develop family lending library (Year 2) 	SLT Management Time CLPL (Sep 2019 – June 2021)	£10,000	Literacy / Library Leadership Group Orchard Brae Connect Parents	June 2020 June 2020 June 2020 June 2021	Not Actioned
<ul style="list-style-type: none"> Professional dialogue / Staff Questionnaire Data shows improved progress of pupils 		<ul style="list-style-type: none"> BSquared – Small Steps to Excellence (Year 1) Tracking system to record progress of all pupils, identifying gaps to plan interventions and identify targets (Year 1 & 2) 	SLT Management Time CLPL (Sep 2019 –	£7,500	SLT Heads of Department	June 2020 June 2021	

			Jun 2021)		All Staff		
<ul style="list-style-type: none"> • SLT Pre and Post Leadership Evaluations / Confidence Questionnaires • Coaching and mentoring – positive impact on staff leading to improved outcomes for children and young people 		<ul style="list-style-type: none"> • Osiris – Leadership Programme (Year 1) • SLT to engage with Osiris on a coaching and mentoring approach to help develop the confidence of staff in delivering high quality learning and teaching and improving outcomes for children and young people (Year 1 & 2) 	SLT Management Time (Oct 2019 – Jun 2021)	£2,000	SLT	June 2020 June 2021	
<ul style="list-style-type: none"> • Tracking of individual pupil engagement • Data shows improved engagement and opportunities for identified pupils • Pupil Feedback 		<ul style="list-style-type: none"> • Jass Wider Achievement Awards Programme (Year 1) • ASDAN (Year 1) • Duke of Edinburgh (Year 1) • John Muir Award (Year 1) • Provide opportunities for children and young people who may miss out to engage in wider achievement activities (Year 1) 	(Oct 2019 – Jun 2020)	£1,000 £3,000 £500	Head of Primary Head of Secondary All Staff	June 2020	

Monitoring Progress and Evaluating Impact

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

Impact and Evidence:

Overall Pupil Equity Funding Planned Expenditure

Details – Resources and Staffing

		Approximate Cost £
Literacy		
Reading	Library Refurbishment / Resources / Whole School – Individual Classroom	£10,000
Writing		
Listening and Talking		
Numeracy		
Numeracy	Refresh Numeracy resources	£2,000
HWB		
HWB	Poverty Proofing – Uniform Bank (Senior Phase Enterprise)	£200
Digital Technologies	BSquared – Small Steps to Excellence and Evisense	£7,500
Learning and Teaching	Osiris Leadership Programme	£2000
Wider Achievement	Jass Wider Achievement Awards Programme ASDAN John Muir Award Duke of Edinburgh	£1,000 £3,000 £500
Staffing		
Additional		
Total		£26200

<p>Improvement Priority 3: Improvement in children and young people’s health and wellbeing</p> <p>HMIE Recommendations:</p> <ul style="list-style-type: none"> • There needs to be a greater focus on improving the wellbeing of all learners • Approaches to safeguarding and child protection need to be improved and follow education authority guidance <p>Lead Responsible:</p> <p>Partnership Forum (where appropriate):</p>	<p>Expected Outcome(s) for whom, by when, by how much?</p> <ol style="list-style-type: none"> 1. By September 2019, Safeguarding and Child Protection procedures will be robust and ensure all children and young people are safe 2. By September 2019 all children and young people will experience an improved experience linked to food and nutrition 3. By June 2021 all pupils will experience a planned and progressive Health and Wellbeing programme – Starting with online safety and sexual health in 2019/20 in Secondary department.
--	--

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress
			Time Resource	School Budget Resource £			On Track
<ul style="list-style-type: none"> • All staff understand and follow Safeguarding and Child Protection procedures • All children and young people are safe • Improved and robust procedures and record keeping 	3.1	<p>Safeguarding and Child Protection (Reference – separate action plan)</p> <p>Review and improve approaches to safeguarding and child protection:</p> <ul style="list-style-type: none"> • Policy updated and shared • Staff Training in CP Procedures • Pupil records updated and recorded on SEEMiS • Pastoral Notes – SEEMiS training for staff and procedure followed • Flow Chart ensuring staff are clear on procedures • Procedures and Recording – clear for staff with updated documentation 	SLT Management Time Head of Department Meetings CLPL Meetings (May 19 – Sep 19)		Lead Child Protection Officer SLT Heads of Department All Staff	By September 2019	On Track
							Behind Schedule
							Not Actioned

		<ul style="list-style-type: none"> Safe storage and administration of medicines – Reviewed to ensure policies are adhered to and monitored (All actions Year 1) 					
<ul style="list-style-type: none"> Teacher planning and assessment Classroom Monitoring – consistency and quality of learning and teaching of HWB curriculum Self-Evaluation QI 2.2 / 3.1 	3.1	<p style="text-align: center;">Behaviour</p> <ul style="list-style-type: none"> Review, collate and analyse incidents of challenging behaviour to support trying to reduce the number of incidents of challenging behaviour (Year 1 & 2) Review learning and teaching, curriculum, targets, supports and challenges to support a reduction in behaviour incidents (refer to Plan 1) (Year 2) Ensure a behaviour plan exists for all children (Year 1) 	SLT Management Time Head of Department Meetings CLPL Meetings (May 19 – June 21)		SLT Heads of Department All Staff	June 2021 June 2021 June 2020	
<ul style="list-style-type: none"> Data - Reduction in number of behaviour incidents Improved wellbeing measured against the Leuven wellbeing indicator data 	2.2 3.1	<p style="text-align: center;">HWB Progression</p> <ul style="list-style-type: none"> Develop a progressive health and wellbeing curriculum which caters for the particular needs of the children at Orchard Brae (Reference - Plan 1) (Year 3) Further develop links with other establishments and widen the range of professional learning to support the teaching of the H&WB curriculum. (Year 3) The Sensory Leadership Group to complete the “Regulating My Senses” core progression. Group to complete individual sensory profile toolkit and implement across the whole school (Year 1) Develop further the use of the wellbeing indicators (Nursery – Senior Phase) to support pupils to develop an understanding of the wellbeing indicators to communicate their own feelings and needs. (Year 2 & 3) 	SLT Management Time Inset Days CLPL Meetings (May 19 – June 22)		SLT Heads of Department All Staff Sensory Leadership Group HWB Leadership Group	June 2022 June 2022 June 2020 June 2022	
<ul style="list-style-type: none"> Improved learning environment Self-Evaluation QI 2.2 Professional Dialogue 	3.1	<p style="text-align: center;">Nursery Environment</p> <ul style="list-style-type: none"> Create a calm, engaging and enabling environment. (Year 1) 	Head and PT ELC Management Time CLPL Meetings		Head and PT ELC All Nursery Practitioners ACC EYs Dev Officer	Jan 2020	

<ul style="list-style-type: none"> Parent Survey Data 			(May 19 – Jan 20)				
<ul style="list-style-type: none"> Improved food and nutrition leading to a consistent approach Professional dialogue Self-Evaluation QI 3.1 	3.1	<p style="text-align: center;">Food and Nutrition</p> <ul style="list-style-type: none"> Nursery to S6, review opportunities to support children and families in learning about healthy eating through daily routines and support children to develop healthy eating habits. (Year 1) <i>Healthy Eating in Schools Supplementary Guidance on Diet and Nutrition for Children and Young People with Additional Support Needs</i> <i>Food Matters</i> <i>Setting the Table</i> Review and improve approaches to food and nutrition in the school and ensure all children and young people have access to healthy food and drinks. (Year 1) Develop a whole school policy on food and health and plan learning experiences around the policy (Year 2) 	SLT Management Time Head of Department Meetings CLPL Meetings (May 19 – June 21)		SLT Healthy Eating Leadership Group All staff	June 2020 Oct 2019 June 2021	
<ul style="list-style-type: none"> Improved dining experience for pupils Staff, pupil and parent surveys Evaluations Self-Evaluation QI 3.1 	1.1 3.1	<ul style="list-style-type: none"> Implement a formal approach to planning the dietary needs of children with catering staff (Year 1) Review approaches to the provision of snack and lunches to ensure that all opportunities support the development of skills and provide a social time and challenge children and young people (Year 2) 	Exe HT / SLT Management Time		Exe HT ACC Catering Team Catering Supervisor – Orchard Brae	September 2019 June 2021	
Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i>							
Impact and Evidence:							

Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people		Expected Outcome(s) for whom, by when, by how much?					
Lead Responsible:		<ol style="list-style-type: none"> By June 2022, pupils engage in increased curriculum activities linked to World of Work and DYW - starting with implementation of the I Can statements in 2019/20 By June 2020, senior pupils engage in increased opportunities to gain qualifications and awards across the curriculum 					
Partnership Forum (where appropriate):							
Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress
			Time Resource	School Budget Resource £			On Track
<ul style="list-style-type: none"> Professional Dialogue – evaluation of curriculum development and impact on learners 	1.1 3.2	Curriculum Development – DYW (Career Education Standards (3–18)) <ul style="list-style-type: none"> Through Curriculum Development work and Career Education Standards (3–18) ensure opportunities for DYW and the World of Work are embedded across learning for all pupils (Nursery – S2) (Year 2 & 3) In Senior Phase develop further the person-centred planning tool developed during session 19/20 to ensure learning is relevant, progressive and meets the needs of all pupils (Year 1) Build upon the successful Futures Event to continue to increase ambition for children and young people (Year 1 & 2) 	SLT Management Time		Heads of Department DYW Leadership Group All Staff	June 2022 June 2020 June 2021	On Track
			Head of Department Meetings				Behind Schedule
			CLPL Meetings (May 19 – June 20)				Not Actioned

<ul style="list-style-type: none"> Data indicates an increased number of choices pupils are engaging in Pupil dialogue Attainment and Achievement data 	3.2	<p style="text-align: center;">Qualifications</p> <ul style="list-style-type: none"> Provide more opportunities for all young people to gain qualifications and awards across the curriculum. (Year 1) Increase the range of accredited awards available for young people to achieve. (Year 1) Further expansion of the choices programme required to include wider achievement and certificated courses throughout the school from P1-S6. (Year 1 & 2) 	Primary/ Secondary Department Meetings (May 19 – June 21)		Head of Secondary All Staff	June 2020 June 2020 June 2021	<div style="background-color: #c8e6c9; height: 20px; width: 100%;"></div> <div style="background-color: #c8e6c9; height: 20px; width: 100%;"></div>
<ul style="list-style-type: none"> Data indicates an increased number of pupils engaging in work placements Evaluation of experience of work experience and impact on pupils 	3.2	<ul style="list-style-type: none"> To continue to expand work placements to include a wider range of pupils. (Year 1, 2 & 3) Teachers in senior phase will have an increased awareness and knowledge in planning, resourcing and facilitating work placements for all targeted S5 and S6 pupils. (Year 1 & 2) 	Secondary Department Meetings (May 19 – June 22)		Head of Secondary Secondary Staff	June 2022 June 2021	

Monitoring Progress and Evaluating Impact

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

Impact and Evidence:

Improvement Priority 5: Leadership of Change		Expected Outcome(s) for whom, by when, by how much?					
<p>HMIE Recommendation Senior leaders and staff should implement approaches to evaluating the work of the nursery and school that accurately identify what needs to be improved. All staff need to be more involved in school improvement.</p> <p>Lead Responsible: Partnership Forum (where appropriate):</p>		<ul style="list-style-type: none"> By June 2020, quality assurance activities evidence improvement in Quality Indicator evaluations By June 2021, all staff will have opportunities to be more involved in driving school improvement, leading to a positive impact for pupils – starting with establishment of Leadership groups in improvement priority areas. By June 2021, all staff will have increased opportunity to look inwards and outwards leading to increased skills and knowledge – Starting in 2020 By 2022, pupils will have increased opportunities for leadership, leading to increased responsibility and development of skills - Starting with Young Inspectors Initiative in 2019/20 					
Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
			Time Resource	School Budget Resource £			Who?
<ul style="list-style-type: none"> Gap in vision and reality is reduced Evidence that data directly informs improvement Evidence that distributed leadership is driving improvement 	1.1 1.3	<p>Self-Evaluation / Quality Assurance</p> <ul style="list-style-type: none"> Create a robust Quality Assurance programme for nursery and school with clear and consistent approaches to self-evaluation and quality assurance activity with opportunities for effective staff feedback to inform improvement and develop staff skills (Year 1) Collate data from quality assurance activity and information to inform progress and plan next steps (Year 1 & 2) Explore access to digital tools to aid our work to 	SLT Management Time		SLT	June 2020	On Track
			Head of Department Meetings		Heads of Department		By When?
			CLPL Meetings (May 19 – June 22)		ACC Data Business Intelligence ad Performance Management	June 2021	Not Actioned

		<p>become more data literate. This may include the use of Power BI as an alternative to the data observatory in recognition of the need for better systems to enable more effective use of data (Year 1 & 2)</p> <ul style="list-style-type: none"> Align staff professional learning and training with improvement priorities (Year 1, 2 & 3) Ensure teaching staff engage fully with the General Teaching Council for Scotland Professional Standards. (Year 1, 2 & 3) 			All Staff	<p>June 2021</p> <p>June 2022</p> <p>June 2022</p>	
<ul style="list-style-type: none"> Data records 100% of staff undertaking a programme of induction 	1.3	<ul style="list-style-type: none"> Ensure new school and nursery staff engage in specific induction training. (Year 1) 	Throughout Session 2019-2020		Exe HT & Heads of Department	June 2020	
<ul style="list-style-type: none"> Professional Dialogue Staff, pupil and parent questionnaires Evaluation evidences improvement measurement against aims with aims embedded across the nursery and school 	1.1 1.3	<p>Vision, Values and Aims</p> <ul style="list-style-type: none"> Staff to develop and implement extended aims (Year 1) in order to ensure aims are embedded in day to day practice and result in positive outcomes for pupils. (Year 2) 	<p>SLT Management Time</p> <p>Head of Department Meetings</p> <p>CLPL Meetings (May 19 – June 21)</p>		<p>Heads of Department</p> <p>All Staff</p>	June 2021	
<ul style="list-style-type: none"> Record of staff engagement in leadership evidences an increase Evaluation of QIs 	1.3	<p>Leadership Development</p> <ul style="list-style-type: none"> Develop distributive leadership, ensuring staff at all levels in nursery and across the school have opportunities to develop leadership skills (Year 1) and take increasing responsibility for implementing change and improvement. (Year 2 & 3) 	<p>SLT Management Time</p> <p>Head of Department Meetings</p> <p>CLPL Meetings</p>		<p>Heads of Department</p> <p>All Staff – Leadership Groups</p>	June 2022	

indicate improvement in performance and impact on learners			(May 19 – June 22)				
	1.3	<ul style="list-style-type: none"> Arrange staff visits to schools and nurseries to develop their knowledge and skills (Year 2 & 3) 	CLPL Throughout Session 2019-2022		Heads of Department All Staff	June 2022	
	1.3	<ul style="list-style-type: none"> EXE HT to visit Calaiswood School, Dunfermline on 16 September 2019 (Year 1) 	Exe HT Management Time		Exe HT	Sep 2019	
<ul style="list-style-type: none"> Data evidences an increased number of pupils engaging in leadership activity Pupil dialogue evidences impact of leadership on learning and skill development 	1.3	<ul style="list-style-type: none"> Develop our Young Leaders of Learning further through the Young Inspectors Programme, focusing on school improvement (Year 1 & 2) Further develop pupil participation groups to include a focus on developing opportunities for children and young people to develop leadership skills and take responsibility for implementing improvements across the school (Year 2 & 3) 	Planned Time during Session 2019-2022		Secondary Pupil Council Leader Primary Pupil Council Leader Pupil Participation Groups	June 2021 June 2022	
<ul style="list-style-type: none"> Increased staff knowledge and skills, leading to increased involvement and engagement for pupils. 		<ul style="list-style-type: none"> Design Nursery specific CPD planner. (Year 1) Implement Nursery CPD planner. (Year 1 & 2) Nursery specific QA Calendar to be developed (Year 1) and embedded into the whole school Management and QA Calendar. (Year 2) Keyworker remit to be reviewed to include leadership responsibilities. (Year 1) Embedding an induction process based on the national induction resource. (Year 1 & 2) 	Head of ELC Management Time CLPL Meetings (May 19 – June 21)		Head of ELC PT ELC All Nursery Practitioners Head of ELC and Exe HT All Nursery Staff Head and PT ELC And SEYPs	June 2020 June 2021 June 2021 June 2020 June 2021	

Monitoring Progress and Evaluating Impact

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

Impact and Evidence:

Q1 1.2 Leadership of Learning 2019-20	
Professional Engagement and Collegiate Working – Leadership at all Levels	
Whole School Initiatives / Maintenance Areas	Leader(s) - Promoted and Unpromoted Staff
Literacy and Communication Coordinator Numeracy Coordinator HWB Coordinator	PT Primary Amy Dunnett PT Secondary Clare Russell Head of Secondary Elaine Thomson
Curriculum Development STEM Citizenship	Head of Primary Karen Gebbie-Smith Head of Secondary Elaine Thomson Head of Primary Karen Gebbie-Smith
Pupil Equity	Exe HT Caroline Stirton
My World of Work - DYW	Head of Secondary Elaine Thomson and Teachers Llinos Smith and Sally Stuart
Positive Behaviour Management MOVE	Head of Secondary Elaine Thomson Exe HT Caroline Stirton
Lead Child Protection Officer Safeguarding	Head of Secondary Elaine Thomson Exe HT and Heads of Schools
1 + 2 Languages	PT Primary Amy Dunnett
Pupil Council Primary and Secondary Period Poverty	Teachers Alex Polanska and Jenny Gray Teacher Llinos Smith
Nursery and Early Years	Head of ELC Niki Anderson
Rights Respecting School Eco Schools	PT Primary Amy Dunnett PT Primary Amy Dunnett
Autism Training Digital Technologies: Website Facebook Google Drive	PT Autism Outreach Lesley Parker Head of ELC Niki Anderson and PTs Amy Dunnett and Clare Russell PT Primary Amy Dunnett Head of ELC Niki Anderson

Date uploaded onto website: