



Standards and Quality Report 2017-2018 Improvement Plan 2018-2019

School:

Head Teacher:

Example

Please Note:

Suggestions in this document cover a wide range of possibilities and are not necessarily one plan.

Insert

**school photograph / vision statement / photograph
montage / website links; blog; twitter**

CONTENTS

PART ONE: Standards and Quality Report 2017-18

- School Context; School Vision, Values and Aims
- Review of School Improvement Plan Progress 2017-18
- Pupil Equity Fund - Evaluation of Intervention Impact 2017-2018
- Core Quality Indicator Evaluations 2017-2018
- Capacity for continuous improvement statement

PART TWO: School Improvement Plan 2018-19

- Key Priorities informing Improvement Planning - National, Local and Service / School 2018-19
- School Improvement Plan 2018-19 Action Plans
- Pupil Equity Fund Rationale 2018-2019
- Professional Learning QI 1.2 Leadership of Learning 2018-2019
- Summary of Improvement Plan 2018-19 Consultation Process (Including Pupil Equity Funding)



Context of the school:

Update from last year.



School vision statement:

School values and aims:

The school aims were reviewed during session:

The school aims will be reviewed during session:

Review of School Improvement Plan Progress 2017-2018

2017-2018 Improvement Priority 1: Curriculum Rationale and Design	
<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
<p>Impact and Evidence:</p> <ul style="list-style-type: none"> • Professional dialogue linked to inter-disciplinary learning and audit documentation indicate all staff have an increased understanding of the totality of the curriculum. • Collegiate activities indicate all staff have been supported in developing an improved understanding of the key components of curriculum design and rationale • Monitoring of classroom practice confirms learners are engaging in an improved curriculum experience that promotes equity, raises attainment and provides opportunities to deepen learning with increased pupil led learning. Professional dialogue and monitoring of planning confirms the increased networking amongst all staff has supported improvement in planning in literacy, numeracy and health and wellbeing • Planning and classroom monitoring confirms whole school IDL contexts based on curriculum progressions, with Es and Os being used for planning and benchmarks for assessment are being implemented in all classes • The engagement of all stakeholders in informing updated, values, vision and aims has resulted in a draft curriculum rationale, defined by the uniqueness of ???? School being implemented by all staff • Improved planning for learning, ensuring relevance is evident in all classes through classroom monitoring • Improved staff engagement with progression frameworks is evident as these are being implemented across all curriculum areas in all classes 	
<p>Next Steps</p> <ul style="list-style-type: none"> • Finalise curriculum rationale with full implementation across nursery and classes. • Continue to review curriculum rationale annually to ensure relevance and uniqueness is up to date. • All staff to engage in progression frameworks to support planning, assessment and moderation 	



**2017-2018 Improvement Priority 2:
To develop effective practice in planning for learning, assessment and moderation with a focus on AiFL strategies and CfE levels achieved in BGE.**

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:

- Classroom monitoring evidences increased teacher confidence in the use of AiFL strategies to improve learning and teaching
- Pupil dialogue indicates almost all learners can talk about the next steps they need to take to progress their learning in literacy and numeracy
- Professional dialogue and self-evaluation indicates increased teacher confidence of all in professional judgement in CfE levels attained evident through professional dialogue and moderation (Pre and Post Self-Evaluation)
- Planning (including professional dialogue and feedback) and classroom monitoring evidence confirm increased staff confidence in the use of Es and Os in planning and benchmarks for assessment
- Professional dialogue and self-evaluation indicate the work of the 'Leaders of Learning' group has increased staff confidence and use of agreed AiFL strategies across the school

Next Steps:

- Develop approaches to assessment more closely informed by the curriculum benchmarks
- Continue to develop collaboration with stage partners to support planning and the use of AiFL strategies, assessment and moderation
- Link professional judgement of CFE levels achieved to a more robust evidence base.



2017-2018 Improvement Priority 3:	
<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
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<p>Impact and Evidence:</p> 	
<p>Next Steps:</p> 	



2017-2018 Improvement Priority 4:	
<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 (Leadership – SAC) • Teacher professionalism (Learning and Teaching – SAC) • Parental engagement (Families and Communities - SAC) • 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
<p>Impact and Evidence:</p> 	
<p>Next Steps:</p> 	

Pupil Equity Fund 2017-2018 (Budget £62,500)	
Evaluation of Intervention Impact	
Plan 1: Early Talk Boost / Talk Boost (Word Aware)	
<ul style="list-style-type: none"> Increase acquisition and use of vocabulary of Primary 1 pupils by June 2018, ensuring at least 70% of targeted pupils attain CfE Early Level in Listening and Talking 	
Impact and Evidence	
<ul style="list-style-type: none"> Tracking of CfE data, assessments and professional dialogue of the targeted group indicate pupils are making average to significant progress with 76% of the targeted group pupils in P1 (36) attaining Early Level Listening and Talking The intervention also supports our developmental approach to phonics, using Emergent Literacy approaches. Evidence from Emergent Literacy baseline assessments indicates improved literacy skills in literacy across all targeted P1 pupils. Word Aware intervention will now be used as a continuation of development to ensure continuity of learning and progress 	
Plan 2: ReadingWise	
<ul style="list-style-type: none"> Increase word attack skills of all targeted pupils with at least 70% attaining expected levels of attainment in reading by June 2018 	
Impact and Evidence	
<ul style="list-style-type: none"> The ReadingWise programme, implemented by all PSAs, has been used with 45 targeted pupils from P3-P7 where data indicated pupils were not on track with identified gaps in Reading CfE levels. Data from tracking of the external and internal assessments, professional dialogue and CfE data indicates all targeted pupils have made progress with 72% of the targeted group attaining CfE levels of attainment in Reading (First and Second Level). Targeted pupils have recorded increased accelerated reader progress and a greater use of library books. 	
Plan 3: Therapeutic Counsellor	
<ul style="list-style-type: none"> Increase attendance at school from 75% to at least 80% by June 2018 of a targeted group of pupils Increase the length of time engaged in learning from a 1 or 2 on the 'Leuven Scale of Engagement' to a 3 or 4 	
<ul style="list-style-type: none"> Attendance data indicates increased attendance of targeted group of pupils from 75% to 84% of the targeted group of pupils. Data indicates the increased length of time engaged in learning of targeted group of pupils from a 1 or 2 on the 'Leuven Scale of Engagement' to 3 or 4. Data from Therapeutic Counsellor indicates almost all pupils are talking more positively about their learning and experiences in school. Individual targets for each pupil indicate pupils are better prepared for school, are more ready to learn and there has been an improvement in the completion of homework. Staff indicate dialogue with the Therapeutic Counsellor supports discussion of trigger points and adapting classroom environments. Health and Wellbeing data measured using questionnaires linked to SHANARRI wellbeing indicators indicates the positive impact on targeted pupils with an increase of at least one point and this continues to identify support to plan for interventions and measure the impact on all pupils. 	
Impact and Evidence	
Before/After School Clubs	
<ul style="list-style-type: none"> Increase opportunities for targeted pupils to take part in a wider range of activities by June 2018 Data from Active Schools confirms targeted pupils have engaged in the offer of a wide range of before and after school clubs, including Zumba, floorball, tennis and multi-sports Attendance at the school's offer of before and after school activities for targeted indicates all pupils attend at least one activity and 90% of pupils attend two or three more activities Data indicating regular attendance at clubs has increased across all targeted pupils Evaluation from pupil evaluations against the SHANARRI wellbeing indicators indicate a positive impact on pupils, particularly in 'Healthy, Active and Included' 	



Core Quality Indicator Evaluations – School

Quality Indicator	School Self-Evaluation
1.1 Self-evaluation for self-improvement	
1.3 Leadership of change	
2.3 Learning, teaching and assessment	
3.1 Ensuring wellbeing, equity and inclusion	
3.2 Raising attainment and achievement	

Core Quality Indicator Evaluations – ELCC (where appropriate)

Quality Indicator	ELCC Self-Evaluation
1.1 Self-evaluation for self-improvement	
1.3 Leadership of change	
2.3 Learning, teaching and assessment	
3.1 Ensuring wellbeing, equity and inclusion	
3.2 Securing Children’s Progress	

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

Build on last year's statement.

Evaluations from the Improvement Planning 2017-2018 and a focus on the core QIs indicate attainment is ???? and interventions are having a positive impact on learners. Staff are increasingly confident and skilled in

Evidence of improvement in QI 1.3 Leadership of Change includes ...

Make reference to pupil groups, leadership roles etc.

Leaders of Learning / Curricular Areas

Senior Leadership Team – (vacancies??)

School well-staffed??

.... and therefore the school is well-placed to continue to improve and deliver excellence and equity for all learners during 2018-2019

IMPROVEMENT PLAN 2018-2019

Insert School Name



PART TWO: School Improvement Plan 2018-2019 - Key Priorities informing Improvement Planning (National, Local and Service /School)

National Priorities	Local Authority Priorities	Agreed service / school priorities
Cross cutting themes	<ul style="list-style-type: none"> Expand Early Learning and Childcare by 2020. Utilise Partnership Forums to address the 4 NIF priorities. Establish Aberdeen as a UNICEF Child Friendly City. Continue to refine approaches to GIRFEC to improve the outcomes of children and young people 	<ul style="list-style-type: none"> Expansion of Early Learning and Childcare Increased collaboration across schools and ASGs Improvement Methodology
NIF Priority 1: Improvement in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> Locality Plans seek to increase attainment of children in Priority Areas on entry to P1. 	<ul style="list-style-type: none"> Numeracy Early Years' Literacy Curriculum Design and Rationale (continued)
NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children.	<ul style="list-style-type: none"> Close the Gap through effective multi-agency working Increase data literacy at all levels of the system 	<ul style="list-style-type: none"> Closing the Poverty Related Gap – Measures and Outcomes
NIF Priority 3: Improvement in children and young people's health and wellbeing.	<ul style="list-style-type: none"> Improve mental health services, decrease rates of teenage pregnancy and reduce instances of bullying Increase access to high quality play experiences and effectively utilisation of outdoor space Reduce youth crime Embed UNCRC Rights agenda across the City and increase pupil participation in decision making 	<ul style="list-style-type: none"> Adverse Childhood Experiences
NIF Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.	<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 	<ul style="list-style-type: none"> Learner Pathways



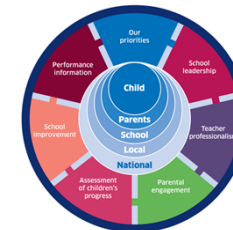
2018-2019 Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy

NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
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NIF Driver

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



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

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

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

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

HGIOS?4 QIs

- | | | |
|---|---------------------------------------|--|
| 1.1 Self-evaluation for self-improvement | 2.1 Safeguarding and child protection | 3.1 Ensuring wellbeing, equality and inclusion |
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| | 2.7 Partnerships | |

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. | 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. |
| 2. Every child and young person is entitled to experience a broad general education. | 5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide. |
| 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. | 6. Every young person is entitled to support in moving into a positive and sustained destination. |

Improvement Priority 1:
Improvement in attainment - literacy and numeracy
Improvement in Literacy
Lead Responsible:
Partnership Forum (where appropriate):

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

- By June 2019, all staff will have increased confidence and working knowledge of literacy progressions to inform moderation and professional judgement of levels.
- In listening and talking, all pupils will make progress with attainment in P1, P4 and P7 reaching at least 85% by June 2019.
- In reading, the targeted group of pupils make progress towards achieving expected Tools for Reading benchmarks for First and Second Level by June 2019.
- In writing, all pupils will make progress in levels of attainment: P1 at least 80%, P4 at least 85% and P7 at least 82% by June 2019

Impact Measures How will we know? E.g. Attainment Attendance Inclusion / Exclusion Engagement Participation Consultation; Professional Dialogue Self-Evaluation; HGIOS 4; HGIOURS Voting Tokens	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
		PEF/ SAC	Resource	Who?		By When?
<ul style="list-style-type: none"> • Staff confidence in literacy audit – curriculum progressions, benchmarks and moderation (challenge questions) completed Aug'18 and May '19 to measure impact 	Collegiate Meeting – Further engagement in literacy progressions and benchmarks to support staff in planning relevant learning and assessments across reading, writing and listening and talking. QI 1.3 Collective responsibility in the process of change to implement and evaluate the impact. Creation of a Staff Leadership Group		CLPL	HT/ DHT led Staff leadership Group	May '19	
<ul style="list-style-type: none"> • Teacher's planning • Self-evaluation: HGIOS4; HGIOELCC • Nursery / Classroom monitoring 	Collegiate Meeting – Use of literacy progressions in partnership with Es and Os for planning, benchmarks for assessment to support moderation and		CLPL	HT/ DHT led All staff	Oct' 18	

	professional judgement of a level. Link with IDL topics.					
<ul style="list-style-type: none"> Pupils' engagement in 'Word Aware' lessons (Leuven Scale) Word Aware - Baseline and post intervention data to record pupil progress Tracking of all pupils' progress in CfE listening and talking 	<p>Listening and Talking</p> <p>Introduce 'Word Aware' across the school as a resource to improve the range and use of vocabulary to pupils at all stages. Continue to engage in Early Talk Boost and Talk Boost (Early Years)</p>	PEF Resource £	CLPL	Literacy Leader All staff		
•	Emerging Literacy					
<ul style="list-style-type: none"> ReadingWise – Reading ages of targeted pupils recorded at the beginning and end of intervention. ReadingWise – Targeted pupils have increased level of engagement, participation and accuracy. (Data recorded at each session) Tracking of progress of targets set for targeted pupils in CfE levels in Reading (progression frameworks used) 	<p>Reading</p> <p>ReadingWise resource to be used with targeted groups of pupils in P3. P4 and P5. (Word attack skills)</p>		DHT to train additional PSAs			
<ul style="list-style-type: none"> Professional dialogue linked to moderation of pupils' writing linked to benchmarks. (Recorded at key points across a range of genre) Tracking of pupils' technical skills in writing linked to targets Moderation of pupils' presentation skills across a range of genre Tracking of progress of all pupils on CfE levels in writing Tracking of progress of targeted group in set targets for CfE levels in Writing 	<p>Writing</p> <ul style="list-style-type: none"> Focus on relevant and interesting contexts for all (link with IDL) Ensure a range of writing styles across the year for all Focus on technical and presentation skills across the school Use of progression frameworks and benchmarks for moderation Targeted group -Digital technologies being used effectively to support 	PEF Resource (Experiences) £	CLPL All Staff		In-Service Day Nov'18	



	pupils who find writing challenging					
<ul style="list-style-type: none"> Tracking of progress in literacy leading to increased attainment 	Professional Dialogue – data linked to attendance and engagement of targeted pupils Link with 2.2 curriculum and 2.3 learning, teaching and assessment		CLPL Professional Dialogue	SLT / Class Teachers	May'18 – June'19	
<ul style="list-style-type: none"> Pupils' participation in evaluation of learning linked to literacy and numeracy supporting increased engagement in learning (Leuven Scale and pupil dialogue) 	Staff engagement in HGIOURS Initial implementation of resource with targeted group of pupils and staff. Q12.2, Q12.3		CLPL Professional Dialogue	SLT / Class Teachers	May'18 – June'19	



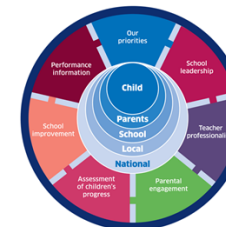
**Improvement Priority 2:
Closing the attainment gap between the most and least disadvantaged children / young people in School / Academy.**

NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
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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**
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- Health and wellbeing
- Community safety and environment

HGIOS?4 QIs

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| 1.1 Self-evaluation for self-improvement | 2.1 Safeguarding and child protection | 3.1 Ensuring wellbeing, equality and inclusion |
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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 2: Closing the attainment gap between the most and least disadvantaged children / young people in School / Academy		Expected Outcome(s) for whom, by when, by how much?				
Lead Responsible: Partnership Forum (where appropriate):						
Impact Measures How will we know? E.g. Attainment Attendance Inclusion / Exclusion Engagement Participation Consultation; Professional Dialogue Self-Evaluation; HGIOS 4; HGIOURS Voting Tokens	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
	Tasks to Achieve Priority 2	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	On Track Behind Schedule Not Actioned
Increased understanding of 'Outcomes and Measures' through Staff Professional dialogue and self-evaluation.	Attendance of members of SLT to attend HT Improvement Event(s) focusing on 'Outcomes and Measures' Disseminate to PEF champions and class teachers		CLPL	SLT PEF Champion	December 2018	
SLT engagement and increased confidence in 'Improvement Methodology' through professional dialogue.	SLT attendance at authority led training events		SLT		Term 1 Session 2018-2019	
	PEF planning here (where appropriate – link in literacy, numeracy and HWB for the most part)					
	Use of digital technologies – Text help					
	Visible Learning AiFL Pupil targets – feedback – next steps QI 1.3 Collective responsibility in the process of change to implement and evaluate the impact. Creation of a Staff Leadership Group	PEF				



Monitoring Progress and Evaluating Impact

(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)

Impact and Evidence: Priority 2



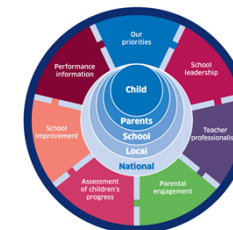
Improvement Priority 3: Improvement in children and young people’s health and wellbeing.

NIF Priority

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Curriculum for Excellence – Entitlements for all children and young people

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| 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. | 6. Every young person is entitled to support in moving into a positive and sustained destination. |

<p>Improvement Priority 3: Improvement in attendance and engagement in learning</p> <p>Improvement in children and young people’s health and wellbeing</p> <p>Lead Responsible:</p> <p>Partnership Forum (where appropriate):</p>	<p>Expected Outcome(s) for whom, by when, by how much?</p> <ul style="list-style-type: none"> Improved learning experiences in health and wellbeing for all pupils through discrete learning by July 2019 Increased attendance of a targeted group of pupils from 85% to at least 90% by June 2019. Increased time targeted children engage in learning from a 1, 2 or 3 on the Leuven Scale to a 4 or 5, leading to increased attainment in literacy and numeracy
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Impact Measures How will we know? E.g. Attainment Attendance Inclusion / Exclusion Engagement Participation Consultation; Professional Dialogue Self-Evaluation; HGIOS 4; HGIOURS Voting Tokens	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
	Tasks to Achieve Priority 3	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	<div style="text-align: center; font-size: small;"> On Track Behind Schedule Not Actioned </div>
<ul style="list-style-type: none"> Monitoring of learning (SLT and peer) demonstrates an improvement in the teaching of the HWB curriculum and engagement of pupils. (Leuven scale and planning) Dialogue with pupils indicates improved learning across HWB (pre and post intervention) 	Staff engage in audit of HWB curriculum. Early Level to Third Level) Discrete programme to be created to support progressions based on IDL already identified. QI 1.3 Collective responsibility in the process of change to implement and evaluate the impact. Creation of a Staff Leadership Group		CLPL		July 2019	
<ul style="list-style-type: none"> Staff professional dialogue indicates increased awareness and understanding of ACEs (Adverse Childhood Experiences) 	Staff attend ASG screening of Resilience Film. Staff engage in follow up discussions linked to Equity Agenda challenge questions. Continued poverty proofing of school, engaging with parents (screen film – movie night) and raising awareness Staff In-Service (Chris Kilkenny) with follow-up activity.	PEF £500 shared between schools Chris Kilkenny - £500 plus travel	CLPL	PEF Leader	November 2018	



<ul style="list-style-type: none"> Targeted pupils are attending and on time for school and lessons each day. Pupils are engaging with Barnardo's Worker and increasingly able to talk positively about their school experiences SHANARRI - Wellbeing Indicators Data Targeted families have increased engagement (recorded) Increased Parent/ Carer understanding in supporting their child, including homework; measured using a 1-5 scale at beginning and throughout (as appropriate) Parents – (token voting) 	<p>Confirm targeted pupils and set up programme for Barnardo's worker including parental engagement. Barnardo's worker to track progress of interventions</p>	<p>PEF £ Barnardo's</p>	<p>DHT Management Time</p>	<p>DHT PEF Leader</p>	<p>May '18 – June '19</p>	
<ul style="list-style-type: none"> Targeted pupils stay on task for longer periods of time (Leuven Scale measurement) 	<p>Collegiate Staff Meeting – Pupil Engagement (all pupils) (Leuven Scale)/ Relevant Learning (Sharing planning / links with curriculum progression frameworks)</p>		<p>CLPL</p>	<p>HT / DH</p>	<p>October '18</p>	

Monitoring Progress and Evaluating Impact

(To be completed during the course of the session to inform the audit for SQIIP 2019-2020)

Impact and Evidence: Priority 3



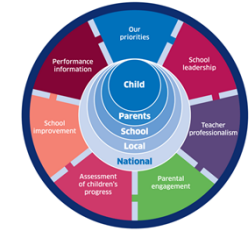
**2018-2019 Improvement Priority 4:
Improvement in employability skills and sustained, positive school-leaver destinations for all young people.**

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



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

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

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

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

HGIOS?4 QIs

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

Curriculum for Excellence – Entitlements for all children and young people

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 4: Continued curriculum development (Year 2) with a focus on Developing the Young Workforce
Improvement in employability skills and sustained, positive school-leaver destinations for all young people
Lead Responsible:
Partnership Forum (where appropriate)

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

- All children increase their engagement in curriculum planning linking with skills and attitudes across the 4 contexts for learning and 4 capacities by June 2019
- All children increase their digital skills to support learning across the curriculum by June 2019
- All staff have an increased confidence in planning and delivering the curriculum for children linked to the world of work by June 2019

Impact Measures How will we know? E.g. Attainment Attendance Inclusion / Exclusion Engagement Participation Consultation; Professional Dialogue Self-Evaluation; HGIOS 4; HGIOURS Voting Tokens	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
		PEF/ SAC	Resource Time / People / CLPL	Who?		By When?
						Behind Schedule
						Not Actioned
Teacher confidence questionnaire – IDL / Curriculum Development Self-Evaluation / Professional Dialogue HGIOUS4; HGIOELCC; HGIOURS	Evaluate curriculum progress to date: Nursery and School Identify key tasks for continued development of progressions and relevant themes linking to the uniqueness of the school and world of work QI 1.3 Collective responsibility in the process of change to implement and evaluate the impact. Creation of a Staff Leadership Group		CLPL x 1	All Teaching Staff SLT	October 2018	



Pupil Engagement – Leuven Scale Professional Dialogue – Term planning (IDL / Overarching curriculum themes) / Links with world of work / Progression Frameworks and Benchmarks Monitoring – SLT / Peer Parental engagement	Collaborative Curriculum Planning of learning and assessment across overarching themes developed 2017-18 with a focus on ‘World of Work’. Planned moderation linked to planned teaching and learning using curriculum progressions and benchmarks	PEF Pupil Experiences	CLPL x 4	All Teaching Staff	September 2018 – June 2019	
Teacher confidence questionnaire – IDL / Curriculum Development Self-Evaluation / Professional Dialogue HGIOUS4; HGIOELCC; HGIOURS	Development of discrete science programme – Leadership Group to have clear outcomes and measures established		PT Management Time	All Teaching Staff	July 2019	
Pupil Consultation – HGIOURS Professional Dialogue	HGIOURS – Staff engagement in Theme 2 ‘Our learning and teaching’ leading to a strategy to develop with pupils		CLPL x 2	All Teaching Staff SLT		
Pupil Consultation – HGIOURS Professional Dialogue Self-Evaluation	Continued development of curriculum – Discrete subjects; digital technologies; development of skills QI 1.3 Collective responsibility in the process of change to implement and evaluate the impact. Creation of a Staff Leadership Group					
Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQIP 2019-2020)</i>						
Impact and Evidence: Priority 4						



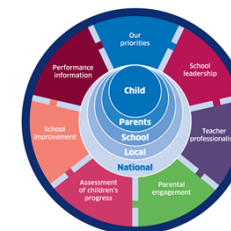
2018-2019 Improvement Priority 5:

NIF Priority

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

NIF Driver

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



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

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

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

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

HGIOS?4 QIs

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

Curriculum for Excellence – Entitlements for all children and young people

- | | |
|--|---|
| 1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18. | 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. |
|--|---|



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.

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

Lead Responsible:
Partnership Forum (where appropriate):

Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale By When?	Progress
						On Track
						Behind Schedule
						Not Actioned
	Tasks to Achieve Priority 5	PEF/ SAC	Resource Time / People / CLPL	Who?		

Monitoring Progress and Evaluating Impact
(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)

Impact and Evidence: Priority 5



Pupil Equity Fund Budget Allocation April 2018 - £
Pupil Equity Fund Rationale 2018-2019 ‘All our work to interrupt the cycle of deprivation and its impact on children’s progress’.
Rationale of how you plan to use Pupil Equity Funding to provide ‘additionality’ to core service delivery in new or enhanced activity to close the poverty related gap. A clear contextual analysis which identifies the poverty related attainment gap and plans must be based on evidence of what is known to be effective at raising attainment for children affected by poverty. E.g. EEF (Education Endowment Foundation)
5 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
*Identified areas for PEF Funding 2018-19 identified from our self-evaluation:
•
•
•

***Please refer to detail of areas identified for Pupil Equity Funding in Improvement Plan Priority 2 - Closing the attainment gap between the most and least disadvantaged children / young people in ???? School / Academy**



Q1 1.2 Leadership of Learning 2018-19 Professional Engagement and Collegiate Working – Leadership at all Levels	
Whole School Initiatives E.g. Working Group; Pupil Groups; Maintenance Areas	Leader(s) Promoted and Unpromoted Staff
Literacy Co-ordinator Numeracy Co-ordinator HWB Co-ordinator	
Curriculum Development – Discrete Science	
Curriculum Development – Discrete RME	
Pupil Equity Fund	
My world of work – continue to develop DYW	
Continuing 1+2 Modern Languages	
Pupil Participation: <ul style="list-style-type: none"> • Pupil Council • House Captains • Engaging in HGIOURS (Pupil Version) 	
Nursery and Early Years (Including Transition)	
Global Citizenship Rights Respecting Schools Award Fairtrade	



Inclusion: Development of targeted support practices Autism training and support for teachers and PSAs	
Development of Digital Technologies - including website, Twitter account, Google Classroom	



Summary of Improvement Plan 2018-19 Consultation Process (Including Pupil Equity Funding)

Participants	Engagement Event	Date
Staff	May In-Service day Staff meetings in June - School Improvement On-going discussions with SMT	
Children / Young People	Pupil Council Meeting - Date: Pupil Friendly Plan - developed	
Parents	Parents – Consultation (Open Day / Evening) Token Voting Parent Council Parent Feedback sheet issued on Improvement Priorities Parent Friendly Version - website	
Partners and Volunteers	Feedback sheet issued for responses on Improvement Planning	
Associated School Group	ASG Meeting	
Partnership Forum Group	ASG Partnership discussing ASG School Priorities	

Date uploaded onto website

