

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

School: Fernielea School

Head Teacher: Lisa Walker



Happy, safe and achieving

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Context of the school:

Fernielea Primary is a co-educational, non-denominational school, which was built in 1962. It is situated in the Summerhill area of the city, in an area of mainly council built housing, (some rented, some now owned by occupants) with a small proportion of private housing.

The school roll has increased this session and over the year the average is 262, however the predictions for the next few years are for significant growth. There are 11 Primary classes within the school, 2 Early Learning (Nursery) classes and a targeted support area which supports all children with additional support needs. School occupancy is currently at 87.3%.

The school has a management structure of a HT, 1 DHT and 2 principal teachers. The posts of HT, DHT and 1 PT are no longer acting as they were successfully filled this session.

In 2017-18, 8.88% of pupils were entitled to receive free school meals and most (73%) children across the school live in homes which are in the lowest 4 deciles on the index for multiple deprivation. To support children with additional support needs 21.6% of our pupils had Individual Education Plans (IEPs) or Child's Plans which clearly defined both long and short term targets.

The full-time equivalent teaching staff is 18.87fte (2.0FTE vacancy) and the children are supported by 9 Pupil Support Assistants.

Staffing issues have yet again caused difficulties which have been minimised as much as possible by the DHT and HT teaching where and when necessary. The commitment of our staff to ensure the learning of our pupils is not disrupted, has once again been a strength in the school. Significant progress was made in the development of priorities identified through the School Improvement Planning.

The Early Years setting, managed by Mrs Torrens (PT Early Years) was fully staffed with 3 Early Years Practitioners (EYPs), 1 Senior EYP and 1 teacher.

At the beginning of the session we welcomed Miss Petrie to our teaching staff. We also welcomed Mrs Leslie to our teaching staff in November 2017.

Fernielea has a commitment to integrating digital technology into every classroom and lesson. As a result of the Google Ambassadors project, led by Mrs Bennett, Fernielea won an award at the Aberdeen Children and Young Persons' Awards ceremony.

Parental and community engagement is a key feature in our school and parents are encouraged to be fully involved in the life and work of the school and their child's learning. Our Parent Council meet regularly to discuss educational matters as well as social and fundraising events. .

The school has close links with the community and agencies in the community. Positive links are established with local care homes, Peter Vardy, the local church, Active Schools and Aberdeen Football club. These are used to support learning and teaching across the school and to promote positive Health & Wellbeing. A focus on the community throughout the year provided the pupils with opportunities to engage positively with community groups, areas and businesses.



A volunteering scheme was introduced this session to encourage the children to learn life skills, be a positive member of their community and to work together in a team. The Community Squad rewards children for supporting their community with their time.

Over the course of the session there has been continued pupil participation across the school and as a result our pupils have opportunities to be involved in the work and life of the school. Pupils have a sense of pride in their school and most all are keen and motivated learners.

The ethos of the school is very good. The school is welcoming, friendly and has a positive atmosphere. Staff are committed to working well together and reflecting on practice to provide a high quality experience for our pupils. The school is part of the Hazlehead ASG and works very closely with all associated schools on collaborative improvement plans to ensure sustained improvements across the ASG. Our aim is to work together to ensure our pupils have consistent learning experiences and opportunities for partnership events, with a key focus on transitions.

The school is currently engaging with the Flood management team, Aberdeen City Council, due to the recent flooding incidents. The school playground and surrounding areas are part of the BEGIN project which will see significant structural changes in the playground.

Achievements within the school include success in singing as a choir at a wide range of events including the STV Christmas programme, Evening Express Carol Concert and the Frisson Foundation GLEE Scotland competition where we got through to the Regional finals. Classes also competed as choirs with P6B winning an award and an 'outstanding' grade at the Aberdeen and North East Music Festival competition. Achievements also include pupil participation in sporting events in the community such as the Tennis Festival and P5 Sportshall Athletics which they won.

The most recent school inspection took place in March 2012 with the report published in May 2012. The Care Inspectorate inspected the Early Learning and Childcare provision in March 2018. The reports are available at <https://www.education.gov.scot> and <http://www.careinspectorate.com/index.php/type-of-care> (These are the main pages.)

School vision statement:

Happy, safe and achieving

At Fernielea School the vision is to ensure that all pupils are happy, safe and achieving. This is achieved through ensuring that all pupils' academic and wellbeing needs are met. Working in partnership with parents and outside agencies, we plan for a rich and engaging learning environment inside and outside of the school. We focus clearly on being part of a diverse community and we aim to develop all of our pupils in order to prepare them for their future lives.

School values and aims:

In Fernielea School we are engaged in the pursuit of excellence.

Our aims are to:

1. **Provide a school education of high quality that will enable all our pupils to become:-**

- **Successful learners**
- **Confident individuals**
- **Responsible citizens**
- **Effective contributors**

This will equip all our pupils with the skills and attitudes for lifelong learning and will prepare them for life beyond school.

2. **Provide a welcoming, caring, safe and secure environment**
3. **Create opportunities to involve and engage parents and the wider community in the life of the school**
4. **Develop positive and responsible attitudes in our pupils where they demonstrate respect for themselves and value the opinions of others**
5. **Provide a high quality learning environment which stimulates and motivates pupils**
6. **Ensure the development of excellence by fostering high quality leadership at all levels**

The school aims were reviewed during session: 2017/18

The school aims will be reviewed during session:2018/19

Review of School Improvement Plan Progress 2017-2018

2017-2018 Improvement Priority 1a: Year 1 of 2

Implement review of Curriculum Rationale and Design including Mental Calculations, Reading, Expressive Arts and incorporating Outdoor Learning throughout the curriculum.

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:

- Professional dialogue linked to inter-disciplinary learning and audit documentation indicates 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
- The engagement of all stakeholders in informing updated, values, vision and aims has resulted in a draft curriculum rationale, defined by the uniqueness of Fernielea School, being created by all staff, with implementation taking place in session 18/19.
- Staff have demonstrated an understanding of the need for progressions within all areas of the curriculum and will begin to use the ACC progression planners in session 18/19 for all subject areas.
- Targets relating to the unique setting of Fernielea have been created and working parties created to implement improvements to ensure the targets are met within a 3 year cycle.

Next Steps

- Improve planning for learning, ensuring relevance is evident in all classes through classroom monitoring
- All staff to engage in progression frameworks to support planning, assessment and moderation
- 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.

2017-2018 Improvement Priority 1b: Year 2 of 2 To further develop effective practice in assessment and moderation with a particular focus on AiFL strategies and CfE levels including the implementation of new national standardised assessments

NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
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HGIOS?4 QIs

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- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

Impact and Evidence:

- Classroom monitoring and peers observations evidence increased teacher confidence in the use of AiFL strategies to improve learning and teaching
- Pupil dialogue indicates most 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 almost all in professional judgement in CfE levels attained evident through professional dialogue and moderation
- 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
- Evidence in snapshot jotters indicate that most pupils can reflect on their learning and talk about their strengths and next steps through the use of reflection and assessment tools (AiFL)
- Most pupils can confidently demonstrate application of their knowledge and skills through the provision of carefully planned assessment tasks.
- PT has attended assessment co-ordinator meetings and Lead practitioner events with a focus on writing, then led Professional Learning sessions on moderation of writing as part of the ASG Literacy group. This has led to increased confidence in teacher judgement and more accurate CfE levels in Writing.
- Staff have demonstrated confidence in evidencing and confirming CfE levels in literacy and numeracy during regular moderation sessions and tracking meetings at both school and ASG level.
- All staff understand and can scrutinise data relating to the P1, P4 and P7 SNSA baseline assessments, effectively using the data to inform planning of next steps for learners.
- SLT are confident in the implementation & use of the SNSAs and the use of the effective data produced from the assessments.
- Most members of staff are producing more focused and relevant feedback to learners through the use of a range of assessment approaches, ensuring consistency and clarity for learners on how to improve.

Next Steps:

- Update the learning and teaching policy with clear expectations of all children and staff, including a section on feedback. Share the policy with learners and parents.
- Upskill new staff on expectations of assessment and planning.

- Audit summative assessments to gauge consistency, robustness and reliability when confirming CfE level and identifying next steps in learning.
- Focus on developing teacher confidence in moderation of Reading as part of the ASG moderation focus. 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
- Continue to focus on the assessment and planning for Writing in the first level to ensure that the pupils are supported and challenged appropriately in order to achieve the expected outcomes by the end of P4.

2017-2018 Improvement Priority 2: Year 2 of 2 Engage parents/carers, staff and pupils in challenging dialogue about the learner's next steps and learning pathways through effective profiling and feedback processes

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:

- Profiling via interactive Learning Diaries (ILD) now used by all parents in the Early Learning Classes.
- Through focus sessions, observations and ballot evaluations, most parents from the Early Learning Classes have been able to interact with their child effectively in relation to their learning.
- Most parents in the Early Learning Classes are providing evidence of their child's learning at home through the use of the ILD platform strengthening their understanding of achievements, learning and next steps.
- Most parents and all EYC staff have become confident in the use of ILD and have demonstrated their understanding by showing how to make effective use of the resources in parent sessions.
- All teachers have become confident in the use of Snapshot jotters to assess children's progress and identify, with the child, their next steps in learning.
- All children have developed their confidence to reflect on their learning and plan for next steps by making effective use of a range of assessment & reflection tools such as the yellow box, reflective owls and traffic lighting.
- All P6 and P7 pupils are making regular and effective use of Google Suite to maintain a personal profile detailing their learning journey and next steps.
- The use of digital technology to create and update learning profiles has increased pupil engagement and the quality of statements relating to learning.
- All P7 pupils confidently created their P7 profile to be shared with S1 staff during transition visits.
- From observations and monitoring, almost all teachers have developed their confidence in providing effective and timely feedback to learners which specifically supports their next steps.
- Through monitoring and observations, almost all teachers are providing a significantly increased number of opportunities for peer and self-assessment with learners having a clear focus on how to improve learning.
- In an evaluation, a core group of 8 parents (3.7% of school roll) who regularly attended the weekly homework club stated that it allowed them to develop an understanding of their child as a learner.
- All parents who attended the homework club stated in an evaluation that it was a positive experience which developed their own confidence to support their child at home.
- All staff reported an increase in the completion and quality of homework from P2→P7.



Next Steps:

- Introduce the Fernielea Families Learning Together Sessions next session that we were unable to implement due to staffing shortages.
- Ensure new staff are aware of expectations of profiling and feedback.
- Continue to support parents and learners through the Homework Club (PEF)
- Progress the use of the ILD to P1 classes next session.
- Investigate and implement ways to ensure that the child is still a part of the profiling process in the Early Level.

Pupil Equity Fund 2017-2018 (Budget £) £37,200

Evaluation of Intervention Impact

Plan 1: Improve behaviour and mental health for targeted learners.

- Introduce the Nurture Principles to increase understanding of all staff to reduce low level disruptive behaviour and to reduce exclusions to 10 per year and increase pupil engagement (almost all targeted pupils) and attendance (>95%).
- Review and update the behaviour approach in school to engage all pupils and reduce exclusions to 10 in total for the year.
- Introduce a mental health and wellbeing programme to school to support learners

Impact and Evidence

- Although days lost to exclusion rose from 14.5 days to 40.2 days across the school, the days lost to exclusion for almost all targeted pupils (85%) was reduced to zero with the majority of exclusion days being attributed to 2 children with significant social and emotional difficulties with enhanced educational provision.
- Nurture room has been used to engage 3 targeted pupils with some success, efficacy was reduced due to reduced staffing levels.
- For almost all targeted pupils, incidents of significant behaviour decreased and loss of Golden Time decreased each term with 39% losing no Golden Time all year.
- 77% of targeted pupils maintained attendance of >95% and 85% of targeted pupils maintained an attendance of >90%

Plan 2: Raise attainment in literacy

A Use Highland literacy developmental approaches to support literacy for P1 to increase attainment in CfE Literacy levels by 5% (Year 1).

B Introduce Texthelp to support learning for all pupils -

C Early Talkboost/Talkboost

- Increase acquisition and use of vocabulary of P1 pupils by June 2018, enduring a 5% increase in CfE literacy levels in Year 1

Impact and Evidence

A Emerging Literacy – Highland literacy developmental approaches

- CfE levels were confirmed for targeted P1 pupils as:
 - Reading 80%; Writing 80%; Listening & Talking 100%
- The gaps which had been identified have been monitored and tracked between September and May (pre and post assessment) and almost all children are now working within first level in literacy.
- Audit of Early Level staff has shown that almost all staff have an increased understanding and confidence in supporting and assessing the development of phonological awareness in P1.
- Additional/new staff will continue to be trained in the Emerging Literacy approach and children will continue to be tracked in P2.
- Parents and families will be engaged in the project through school engagement events.

B Texthelp

- Texthelp has been introduced and used by almost all of the targeted pupils effectively to support written work.
- Classroom observations have shown an increased confidence and engagement in written tasks by almost all of the targeted pupils.
- Intervention will continue to be used and introduced to all P3-7 pupils and staff next session

C Talkboost/Early Talkboost

- Pupils who were in the target groups for Talkboost and Early Talkboost all showed increased confidence and increased levels of participation in larger group settings.
- The intervention also supports our developmental approach to phonics, using Emerging Literacy approaches. Evidence from Emerging Literacy baseline assessments indicates improved literacy skills across all targeted P1 pupils (all pupils achieving 75% or more).
- Targeted pupils will continue to be tracked in P2 to gauge progress.
- Staff have reported that the children have demonstrated an increase in confidence when participating in discussions and literacy group tasks.

Plan 2d: Homework Club for pupils and parents to raise attainment

Impact and Evidence

The Homework Club began with 20 children attending with 10 parents and has now grown to 52 pupils attending regularly. Additional pupils joined as a result of dialogue between parents and teaching staff.

Teachers have reported an increase in completed homework weekly and an increase in the quality of homework for almost all of the targeted pupils.

A parent audit identified that all parents have developed increased confidence in supporting their child with homework tasks and they felt that the homework was a positive intervention..

The audit also identified that pupils had a better attitude to working with their parents at home on spelling and reading.

Plan 3: Increase pupil participation to raise children's health & wellbeing

- Increased opportunities for all identified pupils to experience extra-curricular activities within the school day and before/after school which are designed to improve the children's physical & mental health and wellbeing.

Impact and Evidence

- The school participation in extracurricular activities is at 55% (increase of 20%) and the rate for identified children is 46.8% which is a rise of 10%.
- The participation rate for boys has risen significantly with 60% of all boys P1-7 participating in activities designed to improve physical and emotional wellbeing.
- The participation rate for girls is stable at 53% of all participants being female and 51% of all girls participating in sporting activities before and after school.

Core Quality Indicator Evaluations – School

Quality Indicator	School Self-Evaluation
1.1 Self-evaluation for self-improvement	4
1.3 Leadership of change	3
2.3 Learning, teaching and assessment	4
3.1 Ensuring wellbeing, equity and inclusion	4
3.2 Raising attainment and achievement	4

Core Quality Indicator Evaluations – ELCC (where appropriate)

Quality Indicator	ELCC Self-Evaluation
1.1 Self-evaluation for self-improvement	4
1.3 Leadership of change	4
2.3 Learning, teaching and assessment	4
3.1 Ensuring wellbeing, equity and inclusion	4
3.2 Securing Children’s Progress	4

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

All interventions have been implemented with building capacity as an essential element. Highland Literacy

Evaluations from the Improvement Planning 2017-18 and a focus on the core QIs indicate attainment is good and interventions are having a positive impact on most learners.

Staffing levels are good for next session, senior leadership team is appointed and remits are clear. Staff are more confident in their understanding of the curriculum and all aspects that go together to ensure that the curriculum is relevant and fit for purpose. Although there have been significant difficulties with staffing across the year, planned improvements have continued.

The close working ASG provides collegiate support at all levels for staff and this is also an important factor in ensuring that the school continues to make improvements as planned.

Working parties across the ASG consist of teaching staff who lead the improvements in their own schools.

All staff, including Support Staff have had a key role in designing the new curriculum, vision and rationale. They have all been members of working parties to implement improvements from PEF and SIP planning ie: Golden Time – implement the new interventions (Circle Time, Golden Table, Playground Zones, Playground Leaders, Golden Time) in order to improve behaviour and approaches throughout the school.

All staff in the school, including support staff have a leadership area and they continually look for ways to improve those areas in order to improve the school and the learning opportunities for the learners.

Digital Technologies – Dig Tech group and Mrs Bennett - As a result, this year we won the Digital Schools category in The Children & Young People's awards which highlighted the leadership work done by the P6 pupils developing digital technology skills throughout P4-P7 through the use of Google Suite.

Playground Group – Miss Roberts and 3 PSAs in partnership with Active Schools facilitated the training of the senior pupils as playground leaders who now assist in the playground to ensure that children are engaged which has led to better behaviours in the playground.

PE – Primary 5 and Miss Bain – our sports provisions have been upgraded and the pupils redesigned Sports Day to ensure that all pupils are actively participating instead of waiting for long periods of time. This was evaluated by pupils and the feedback was 98% positive.

There are pupil voice groups (Dig Tech, Pupil Council, ECO Schools, Charities Committee etc) who are currently managing projects with at least one member of staff to improve aspects of the school but next session all pupils will be in a group which directly links to improvements identified as priorities for the school so that a clear goal and outcome can be identified and measured.

Next session House Captains will take on a key role in highlighting the learning and leading planned learning opportunities throughout the year.

Therefore the school is well placed to continue to improve and deliver excellence and equity for all learners during 2018-19.

IMPROVEMENT PLAN 2018-2019

Fernielea School



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

<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>LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:</p> <ul style="list-style-type: none"> • Children are safe and responsible • Children are getting the best start in life • Children are respected, included and achieving 	<p>The ICS primary drivers have guided the formation of 4 key priorities for action:</p> <ul style="list-style-type: none"> • Closing the Gap • Youth engagement and inclusion • Health and wellbeing • Community safety and environment
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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 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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
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Curriculum for Excellence – Entitlements for all children and young people

<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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 <i>Curriculum for Excellence</i> can provide. 6. Every young person is entitled to support in moving into a positive and sustained destination.
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Improvement Priority 1a: Improvement in attainment in Reading & Writing for all learners Lead Responsible: Lisa Walker HT and Vicki Bennett Acting PT Partnership Forum (where appropriate):		Expected Outcome(s) for whom, by when, by how much?				
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	Progress
		PEF/ SAC	Resource	Who?		By When?
Tasks to Achieve Priority 1a		PEF/ SAC	Resource	Who?	By When?	Behind Schedule
Tasks to Achieve Priority 1a		PEF/ SAC	Resource	Who?	By When?	Not Actioned
<ul style="list-style-type: none"> Track attainment in all areas of literacy using benchmarks and moderation sessions (termly) Baseline assessments carried out via Readingwise to determine target children (reading ages) and their progress (pre, mid and post) Tracking of CfE data Observation and recording of engagement and participation at each activity 	Reading <ul style="list-style-type: none"> Introduce Readingwise (word attack skills) to targeted P3-7 pupils and staff and implement programme supported by literacy PSAs (Readingwise Group 1x ActingPT and 2x PSAs) Train staff in strategies to improve engagement in reading for all pupils 	PEF	Readingwise 1 x CLPL session £5000 3 year license	Acting PT To oversee the implementation and timetabling	October 2018	
	<p>QI 1.3 Collective responsibility in the process of change to implement and evaluate the impact. Creation of a Staff Leadership Group</p>	PEF	Aberdeen Library Service	SLT & Reading Working group School Staff	October 2018	
Literacy- ASG- promoting reading and reading skills <ul style="list-style-type: none"> Pupils' participation in evaluation of learning linked to reading and supporting increased 	<ul style="list-style-type: none"> Staff engagement in HGIOURS ASG group to meet to discuss ideas to encourage and promote reading. The agenda for this will be based around the ideas shared at the ASG 	PEF funded from Hazlehead Academy	CLPL Professional Dialogue	SLT / Teaching staff (Primary and Secondary) and Pupil Council	ASG group to meet by September 2018 Focus	

<p>engagement in learning (Leuven Scale and pupil survey).</p> <ul style="list-style-type: none"> Children's attainment improves in reading- SNSA, AR, teacher judgement of CfE levels, children ability to apply their learning in other and unfamiliar situations. 	<p>meeting 19.6.18.</p> <ul style="list-style-type: none"> Kimberley Robinson from Hazlehead Academy could support this development. 				<p>Week- 7th March 2019</p>	
<ul style="list-style-type: none"> Observations of teaching and learning environments to audit the supports (resources, time, staff) in place for targeted children. Tracking of CfE data, SNSA and assessments in writing (cold write) and across the curriculum using agreed ASG writing criteria and benchmarks for all pupils and for targeted pupils <ul style="list-style-type: none"> Technical skills Presentation content 	<p>Writing</p> <ul style="list-style-type: none"> Dyslexia Action Scotland (Neil McKay) training session for all staff to ensure that all learning areas are dyslexia friendly and resources and supports are targeted appropriately ie Apps and tools available to make writing accessible to all Continue the introduction of Texthelp for all pupils in P3-P7 using the Texthelp mentors to support in classes. Raising Attainment in Writing through the use of Digital Technology training session with Mr Parkinson (MrP ICT) <ul style="list-style-type: none"> Focus on relevant and engaging contexts for writing Using digital technology to enhance learning and engage reluctant writers Apps and tools available to make writing accessible to all 	<p>PEF</p>	<ul style="list-style-type: none"> 1 day session in school & 1 CLPL session £? Programme implemented over term 1 	<p>Acting PT & HT All staff</p> <p>Acting PT Pupil mentors Dig Tech group</p> <p>HT All staff Dig Tech group (pupils and staff)</p>	<p>September 2018</p> <p>Oct 2018</p> <p>Nov 2018</p>	
<p>Literacy- ASG- moderation of writing</p> <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). 	<ul style="list-style-type: none"> ASG literacy Group meet to discuss the core and genre criteria and moderation template ASG literacy Group members disseminate and share information with staff in their school regarding expectations (especially new staff). 		<p>-CLPL- All ASG Staff and ASG Literacy Group -Link to ACC DO for Assessment</p>	<p>ASG Literacy Group All teaching staff</p>	<p>Activities and evidence gathered throughout the session to be used</p>	

<ul style="list-style-type: none"> • Termly tracking of pupils' technical skills in writing linked to targets. • Termly tracking of progress of all pupils on CfE levels in writing identifying those who require support and challenge. • Tracking of progress of targeted groups in for CfE levels in Writing carried out termly.. • Teacher professional judgement is developed – rigorous moderation of benchmarks and available data used to support this.Children have an increased awareness of their next steps in learning and can articulate these by referencing core and genre criteria. 	<ul style="list-style-type: none"> • All ASG teaching staff attend a moderation event building on the 2017/2018 event. • Targeted group -Digital technologies being used effectively to support pupils who find writing challenging 		and Moderation		at the moderation event- Wednesday 6 th February (After school staff meeting)	
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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 1a

Improvement Priority 1b: Raising Attainment in Literacy, Language and Communication: Taking a Developmental Approach to Emerging Literacy Lead Responsible: DHT Partnership Forum (where appropriate):		Expected Outcome(s) for whom, by when, by how much? Pupils: <ul style="list-style-type: none"> • have secure foundational skills which enable them to listen, talk, read and write • make appropriate progress within and through the Early Level in listening and talking, reading and writing. • Targeted pupils in P2 and P1 make the expected progress in literacy Early and First Level. Staff <ul style="list-style-type: none"> • have confidence in their approach to early literacy, language and communication • understand how children are making progress in literacy, language and communication. 				
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	Progress
						On Track Behind Schedule Not Actioned
Tasks to Achieve Priority 1b		PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	
<ul style="list-style-type: none"> • Monitor ongoing progress of children who have transitioned from P1 into P2 in August 2018 • Following training, monitor the learning experiences through the school's approach to language and communication • Staff- Through observations, dialogue around planning, self-evaluation of the school improvement plan and monitoring and tracking conversations, 	Emerging Literacy (Year 2) <ul style="list-style-type: none"> • Deliver introductory family learning workshop on Emerging Literacy • Complete initial Emerging Literacy assessments with P1 children • Attend 6 Local Networks during the 2017/2018 session • Engagement with Emerging Literacy support materials to assess and analyse data, organise learners using data, and 	PEF £ 390.13	DHT & EY PT 1 hour session Class teachers/DHT Time to complete initial assessments/ screens Network Twilights – 11 hours (4 x 2 hours and 2 x 1.5 hours) Ongoing dialogue – Nursery/P1 Teacher/	DHT/EY PT Teacher/DHT Early level staff & DHT P2 Teacher/ DHT	September 2018 September 2018 June 2019 June 2019	

<p>identify the impact of a whole-school approach to literacy, language and communication</p>	<p>plan developmentally appropriate learning experiences, tracking progress</p> <ul style="list-style-type: none"> • Ongoing universal and targeted support is given to families on the progress children are making and ways which they can support at home • Information to be passed from the Primary 1 teacher (2018/2019) to Primary 2 teacher (2019/2020) on the progress that learners have made within the key skill areas of Emerging Literacy • Deliver whole-school Emerging Literacy training to share: <ul style="list-style-type: none"> • the approach • how this is developed in the early stages • how to support children with gaps in their foundational literacy skills beyond the Early Level. (2 hours) 		<p>SMT</p> <p>Ongoing dialogue – Nursery/P1 Teacher/SMT</p> <p>2 x 1 hour handover sessions</p> <p>Whole-school collegiate sessions (2 hrs)</p>	<p>DHT/EY PT</p> <p>School team</p> <p>DHT</p>	<p>June 2019</p> <p>June 2019</p> <p>October 2018</p>	
<p>Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i></p>						
<p>Impact and Evidence: Priority 1b</p>						

**2018-2019 Improvement Priority 2:
Closing the attainment gap between the most and least disadvantaged children / young people in School / Academy.**

<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>LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:</p> <ul style="list-style-type: none"> • Children are safe and responsible • Children are getting the best start in life • Children are respected, included and achieving 	<p>The ICS primary drivers have guided the formation of 4 key priorities for action:</p> <ul style="list-style-type: none"> • Closing the Gap • Youth engagement and inclusion • Health and wellbeing • Community safety and environment
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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 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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
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Curriculum for Excellence – Entitlements for all children and young people

<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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 <i>Curriculum for Excellence</i> can provide. 6. Every young person is entitled to support in moving into a positive and sustained destination.
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Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children / young people in School / Academy Lead Responsible: SLT Partnership Forum (where appropriate):		Expected Outcome(s) for whom, by when, by how much?				
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	Progress
		PEF/ SAC	Resource Time / People / CLPL	Who?		By When?
Tasks to Achieve Priority 2		PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	Progress
An end of term evaluation is completed to evidence longer-term changes Increased understanding of 'Outcomes and Measures' through Staff Professional dialogue and self-evaluation. SLT engagement and increased confidence in 'Improvement Methodology' through professional dialogue.	Attendance of members of SLT to attend HT Improvement Event(s) focusing on 'Outcomes and Measures' Disseminate to class teachers		CLPL	SLT	December 2018	
SLT attendance at authority led training events	SLT attendance at authority led training events		SLT	SLT	Term 1 Session 2018-2019	
All the pupils in the class will be supported to complete a pre and post baseline Outcome Star assessment which measures the pupil's confidence, communication, listening, talking, writing, technical, behaviour, wellbeing and aspirations. Qualitative evidence is gathered throughout the project for evaluation of the longer term outcomes.	Listening & Talking Speak Out programme – SHMU radio (P6-7 targeted pupils) To develop literacy skills, confidence, communication skills & participation through the production of a radio programme over 6 weeks. (aiding transition)	PEF	Target Pupils 9-11yrs (P6/P7) Literacy PSA P6 & 7 teaching staff 3 x 6 sessions per cycle 3 x £600 per cycle	P6 & 7 teaching staff	Session 18/19	

Monitoring Progress and Evaluating Impact

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

Impact and Evidence: Priority 2

2018-2019 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



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 3: Improvement in children and young people's health and wellbeing Lead Responsible: Eilidh Torrens PT Partnership Forum (where appropriate): ASG funding for Sport Aberdeen		Expected Outcome(s) for whom, by when, by how much? <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 80% to at least 90% by June 2019. Reduced exclusions for the P4-7 pupils (Target of less than 10 days) for the session 18/19 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 				
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	Progress
<div style="display: flex; justify-content: space-between;"> <div style="width: 20%;"></div> <div style="width: 20%; text-align: center;"> Tasks to Achieve Priority 3 </div> <div style="width: 10%; text-align: center;"> PEF/ SAC </div> <div style="width: 10%; text-align: center;"> Resource Time / People / CLPL </div> <div style="width: 10%; text-align: center;"> Who? </div> <div style="width: 10%; text-align: center;"> By When? </div> <div style="width: 10%;"></div> </div>						
<ul style="list-style-type: none"> Staff professional dialogue indicates increased awareness and understanding of ACEs (Adverse Childhood Experiences) Attendance data Exclusion data 	<ul style="list-style-type: none"> 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. Staff engage in professional Reading – When Adults Change, Everything Changes – Paul Dix. 	PEF £500 shared between schools Chris Kilkenny - £500 plus travel PEF - £127.40	CLPL	SLT EY PT Health Working Group (Pupils, parents and staff)	November 2018	<div style="text-align: center;"> On Track Behind Schedule Not Actioned </div>
<ul style="list-style-type: none"> Online questionnaire (You Can Say) to be completed by pupils in August 2018 and then May 2019 to gauge effectiveness of interventions. Attendance data Exclusion data 	<ul style="list-style-type: none"> Audit pupil emotional health and wellbeing with online tool to plan targeted interventions for pupil group (Bounceback). 		1 hr to implement H&WB online assessment School staff Bounceback resources	PT	Oct 2018	
<ul style="list-style-type: none"> Monitoring of learning (SLT and peer) demonstrates an improvement in the teaching of the HWB curriculum and 	<ul style="list-style-type: none"> Staff engage in audit of HWB curriculum. (Early Level to Third Level) Discrete programme to be created to 		CLPL	PT Health Working	July 2019	

<p>engagement of pupils. (Leuven scale and planning)</p> <ul style="list-style-type: none"> Dialogue with pupils indicates improved learning across HWB (pre and post intervention) 	<p>support progressions based on IDL already identified.</p> <p>QI 1.3 Collective responsibility in the process of change to implement and evaluate the impact.</p> <p>Creation of a Staff Leadership Group</p>			Group (Pupils, parents and staff)		
<ul style="list-style-type: none"> Yearly audit of pupil participation in clubs before and after school. Standard Active Schools monitoring reports – ASMO reports. Pupil audit (SHANARRI Wheel) before, during and after on GIRFEC app Attendance data Exclusion data 	<p>Increase participation of all pupils in extracurricular activities designed to develop their physical and emotional wellbeing.</p>	PEF	<p>Active Schools £15 per hour for group session coach</p> <p>Or £20-£30 per pupil per term</p>	PT	Session 18/19	
<ul style="list-style-type: none"> Pupil audit (SHANARRI Wheel) before, during and after on GIRFEC app Qualitative evidence gathered throughout the activities to inform changes that have happened ie quotes, photos, videos Attendance data Exclusion data 	<p>Expand experiences for targeted pupils through planned active sessions with Sport Aberdeen Surfing, abseiling, Go Mountain biking certification etc</p>	PEF & ASG Partnership	<p>Sport Aberdeen £250 per ½ day</p>	SLT	Session 18/19	
<ul style="list-style-type: none"> Pupil audit before starting and at the end of the programme (link to SHANARRI audit) Evidence folder for each child to be authorised by teaching staff Parental audit to held at end of programme Observations of pupil participation Attainment data Attendance data Exclusion data 	<p>JASS Awards</p> <p>P6 and P7 pupils participate in the JASS awards to gain accreditation at bronze (P6) or Silver level (P7)</p> <p>P6 & P7 teachers and PT to attend a CLPL session</p> <p>Parental engagement session to be held to inform parents and engage them in the process so that pupils are supported</p>	PEF	<p>Mark Pain (Wider Achievement DO)</p> <p>30 x Bronze folder per child (£8.50)</p> <p>42 x silver folder per child (£8.50)</p> <p>1 x CLPL session for P6 & P7 teachers</p> <p>1 x parent engagement session</p> <p>)</p> <p>Link to Sport Aberdeen intervention</p>	PT	Session 18/19	

			(£250 per ½ day)			
Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i>						
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

- | | |
|--|---|
| <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 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 <i>Curriculum for Excellence</i> can provide. 6. Every young person is entitled to support in moving into a positive and sustained destination. |
|--|---|

Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people Lead Responsible: Head Teacher Partnership Forum (where appropriate):		Expected Outcome(s) for whom, by when, by how much? <ul style="list-style-type: none"> 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? 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	Progress
						On Track Behind Schedule Not Actioned
Tasks to Achieve Priority 4		PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	
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	Pupil Experiences	CLPL x 4	All Teaching Staff	September 2018 – June 2019	
Teacher confidence questionnaire – IDL / Curriculum Development Self-Evaluation / Professional Dialogue	Development of discrete science programme – Leadership Group to have clear outcomes and measures		PT Management Time	All Teaching Staff	July 2019	

HGIOUS4; HGIOELCC; HGIOURS	established					
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 <i>QI 1.3 Collective responsibility in the process of change to implement and evaluate the impact. Creation of a Staff Leadership Group</i>		2 CLPL sessions (3 hours)	All teaching staff SLT	July 2019	
Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i>						
Impact and Evidence: Priority 4						

Pupil Equity Fund Budget Allocation April 2018 - £33480 plus £22885 carry forward (due to staffing) Total £ 52303.82.

Pupil Equity Fund Rationale 2018-2019

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

Foundation)

5 Key Areas: Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement; Participation

By analysing the data available to the school, it is clear that there are several groups of children who are not achieving as well as they should because of multiple factors relating to poverty.

- **The learners in the first group of 27 pupils are banded within SIMD 2 or in receipt of FSM, and with some have**
- **ing been identified as having dyslexic traits. Direct instruction of pupils, targeted support (Readingwise), appropriate digital resourcing (Texthelp) and development of staff practice (Dyslexia Action Scotland) will be put in place for the session 18/19 with the aim of increasing their progress towards **achieving** the expected level.**
- **The learners in the second group are those with low **attendance** and punctuality rates who are also in SIMD 1-4 and/or in receipt of Free School Meals. The intervention planned to target this group will be continuation of the Active Schools programme to **engage** the pupils in activities designed to improve their physical and emotional Health & Wellbeing. They will also be part of a media studies project (SHMU Radio – Speak Out) in order to engage them in a prolonged project with an incentive at the end of it which develops their ‘stickability’ in a project. Improvement in attendance and punctuality must be made prior to **participation** and during. Increases in attainment – literacy - are also expected.**
- **The third group of 7 learners in P1 and P2 (SIMD 1-4 and/or FSM) will be supported to make progress in their attainment in Early/First Level through the introduction of the Emerging Literacy progression to P2 , families and extended staff. Two PSAs (Literacy) will also continue with last year’s intervention, Talkboost, to promote listening and communication skills whilst building vocabulary. Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year (EEF).**

- The fourth focus will be widening the **achievements** of 12 P6 and P7 pupils (FSM and/or SIMD 2) by **participating** in the JASS awards scheme will provide a framework for undertaking sport and outdoor activities during and outwith school time, therefore increasing **participation, attendance** and **achievement** and lowering **exclusions**. All P6 & P7 pupils will participate with support from Adventure Aberdeen (Sport Aberdeen) and Active Schools. Studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.
- All pupils in SIMD 1-4, FSM will have automatic access to the homework club that is run once a week throughout the year. Healthy snacks are provided and parents are actively encouraged to attend with their child. This will provide a framework for all pupils attending to ensure a positive approach to work and get support when required.
- To support all of these interventions, 2 PSAs will be funded by PEF to give support in specific literacy and numeracy interventions. All PSAs will have a focus in either Literacy, Numeracy or Health & Wellbeing.
- The number of children who experience Adverse Childhood Experiences (ACE) has become evident with staff becoming aware of the nature of the children's lives through dialogue with families, professionals and the children themselves. All staff will extend and deepen their understanding of ACE with interventions being carried out over the course of the session 18/19: Speakers, CLPL, Professional reading which will in turn enable them to develop their approach to behaviour management and nurture. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills seem to be effective (EEF).

***Identified areas for PEF Funding 2018-19 identified from our self-evaluation:**

Raising Attainment

- **Literacy –**
 - Text Help,
 - Readingwise,
 - Dig Tech to improve writing,
 - Emerging literacy (Year 2)
 - Dyslexia training for staff
 - Homework Club for pupils and parents
 - Speak Out – SHMU

Participation, attendance & punctuality, exclusions

- **Health & Wellbeing**
 - Participation in activities that are designed to develop physical and emotional health & Wellbeing
 - SHMU Radio – Speak Out
 - JASS awards to develop

Engagement

- Homework Club for pupils and parents
- Participation in activities that are designed to develop physical and emotional health & Wellbeing
- JASS awards
-

***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 Fernielea School.**

QI 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
Homework Club – maintenance – continue into session 18/19	3 teachers and 2 PSAs
Health Working Party to address Priority 3 plan	Early Years PT, pupils, parent and partners
Wider Achievement – JASS Awards P6 & P7	PT, P6 & P7 teachers and P6 and P7 PSAs
Year of Reading School and ASG level	DHT and Reading Working Group – Teachers, pupils and parents Library Information Service (LIS)
Digital Technology integration to support writing and reading	DHT and PT, P4 Teacher
Emerging Literacy – engagement with the wider school and families	DHT, Early Years PT, ELC staff and P1 and P2 teachers
Science – developed as a discrete subject to ensure progression of skills and with a focus of STEM and DYW	HT, Science working group
My world of work – continue to develop DYW	HT & Working Party – range of staff
Continuing 1+2 Modern Languages	2 Teachers
Pupil Participation: <ul style="list-style-type: none"> • Pupil Council • House Captains • Engaging in HGIOURS (Pupil Version) 	All teachers and support staff have an area to support

Nursery and Early Years (Including Transition)	Early Years PT and SEYP
Global Citizenship Rights Respecting Schools Award Fairtrade	Early Years PT, 2 teachers and support staff

